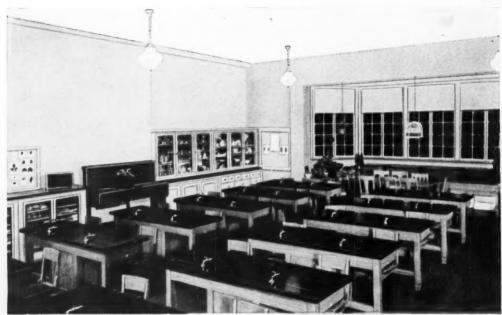
School Executive



FEBRUARY 1952



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The School Executive



FEBRUARY 1952

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The

School Executive

Preview of March

A HIGHLIGHT of the March School Executive will be the "green sheet" prepared by E. D. Tuttle, Executive Secretary of the National School Boards Association. His topic is *Unique Functions of School Boards*. It's "must" reading.

The planning section is devoted to a descriptive account of The School Executive's first national competition on How Schools Improve Communities. The wealth of material and the facts presented will be of great interest to school administrators and architects everywhere.

Dr. Paul Mort presents the fourth article in his series on "Adaptability." Those who have read the previous sections in the series are looking forward eagerly to this article. There are two more to come. Many other valuable contributions will be presented. And, of course, there will be all the regular features.

Sincerely yours,

Walter D. Cocking Chairman, Board of Editors

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Young Men and Military Service

SCHOOL ADMINISTRATORS, as educational leaders in their communities, have a considerable responsibility to young men who are approaching the age of military service. To these youths the world today presents a disturbing picture. Their own personal fortunes are directly affected by what they see. They sorely need constructive advice and friendly counsel. It should be possible for each youth to turn to school administrators in his community to find a sincere, friendly, and personal interest in his problems.

As I see it, I know of no more important contribution that administrators can make during this trying period, one which also has important implications for the future of our nation. How wonderful it would be if the millions of young men could turn to the school administrators of America with the assurance that they would receive considered and constructive assistance in solving their problems. Let us hope that no school administrator will consider himself too busy to give youth the help they need and should receive.

WHAT IS the situation our young men of military age face? At eighteen they must register for military service. Soon after registration, many of them may be called by local draft boards for possible induction into the armed forces. Congress has already passed a general law providing for a system of universal military service. Although it does not go into effect until a definite plan has been adopted and appropriations provided, it would appear that most young men will see some military service in future years.

This situation poses a new problem for the United States. We Americans during our past history have believed in a small regular army in peacetime. Universal military training and peacetime conscription have always been abhorrent to us. Now all this is changed. Because of world tensions we have adopted the policy of peacetime military preparedness. We have accepted as national policy that all young men must give some time out of their lives to military service, with the further obligation of serving in the armed forces in case of national emergency. So youth today has a new type of problem which our past history does not help to solve. About the only thing they can be sure of is that they must prepare to devote a year or more to military preparation and that

at the end they will have had a variety of experiences quite different from any they have had before and from those they may hope to have in the future. They also know they will have lost a year or more of their civilian life which can never be regained.

How shall they plan their future in the light of these assured events? What plans shall they make for the period up to their actual induction into service? What shall they plan for the post-service period? These are tough questions whose answers are important not only to youth but also to the well-being of our nation. To arrive at good answers, young men need all the constructive help that can be had. It is their right to expect it will be available. School administrators should be foremost in supplying it.

IN THE PERIOD while youth are awaiting their call to military service, they will want and need help in resolving such issues as:

- (1) Shall I continue a regular program in high school or college?
- (2) Shall I stop school and go to work or stay in school until I'm called?
- (3) Shall I get engaged or married before I enter service?
- (4) How can I prepare myself for military life?
- (5) Shall I choose a vocation now or after my return?
- (6) Shall I choose my college now and make arrangements for entrance upon my return?

Obviously, the answers to these questions are not easy and cannot be generalized.

Probably beyond everything else our young men need the assurance that people care what happens to them. They need the kindly word, the friendly slap on the shoulder, the sincere interest of those they respect. They crave adult friends with whom they can talk over their feelings, their problems, their future. These discussions must be on a man to man basis, not schoolmaster and pupil, not adult and boy relationships.

What an opportunity for leadership and service. What a responsibility to youth and community. My plea to school administrators is to meet this obligation with all the wisdom and energy they possess. Never was the need greater and more important. A way must be found to supply it.

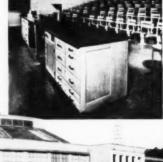
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Keynotes

In Favor of Productive Work

THE 1951 presidential address of Dr. Zakir Hussain before the All India Federation of Education Associations has just reached the United States. It is a reasoned argument for making productive work the core of the educational program. Dr. Hussain feels that India, with imited economic productivity, can educate all its children only by some such device. In this respect, he follows the recommendation of Mahatma Gandhi. In effect, he says that what is economically necessary can also become educationally sound.

His analysis of the problem deserves careful attention not only in nations of limited economic development, but in nations like our own which have high productive efficiency. For if it be true, as Dr. Hussain cogently argues, that productive work is not only compatible with effective education but is also necessary to it, our country ought to provide productive work as part of the educational experience of all children whether or not our economy requires it. If only a small percent of the excessive physical and mental energy now devoted to interscholastic football, for instance, were devoted instead to the production of goods needed in our civilian economy, great economic and educational advantages might result.

The Superintendent Reports

AS A SUPERINTENDENT OF SCHOOLS prepares his annual report, he probably asks himself a few questions like these:

Will parents and citizens read what is prepared?

Is a two-part report desirable? First, a statistical and factual record for the files and second, a newsy human interest account which folks will read and pass along?

How can the report be given the wide distribution which school news should have?

School executives want to keep citizens informed but they see no value in preparing reports which people will not read.

Two superintendents of schools think they have a solution, in part, for getting readership.

Superintendent Carl H. Porter-Shirley of Newport, R. I., and Superintendent Edmund H. Thorne of West Hartford, Conn., have been for several years sending out annual reports in the form of newspapers.

The West Hartford Your Schools has this year become a newspaper of sixteen pages with liberal space given to pictures of children and events. The Newport issue, of lesser volume and format, editorializes succinctly with such human interest touches as the following:

It is a cool Tuesday morning in November and Johnny (fifth grade) bustles into school with a feeling





N. L. Engelhardt

William G. Carr

of more than ordinary importance, a feeling due largely to the little tan envelope he carries containing his savings for the week. Tuesday is bank day in our school system. Almost 3,000 other Newport pupils are making for their schools on this very day with envelopes just like Johnny's, envelopes that carried some \$70,000 to the Newport Savings Bank in the first ten months of 1950, of which \$50,000 is still on deposit. What makes Johnny proud, though, is the fact that every week he fills out the directions correctly on his own envelope in his own handwriting and keeps his own deposit book just as correctly at home. Last year Johnny couldn't quite do this; parents did the paper work then. Now Johnny is his own man. He has learned a lesson in selfreliance. He has learned a lesson in thrift, too. And he has formed a habit that will stand him in good stead in the future.

Perhaps these superintendents will tell us just what they feel has been accomplished from the kind of reporting they have been doing. They and others who have been following modern trends in reporting practices will find their patrons more aware of what schools are doing and why, and more anxious to give greater fullness to the school's program.

Education Is Not Represented

RECENTLY THE PRESIDENT of one of the largest and oldest banks in America reviewed the history of his institution before an assembly of kindred souls. He recalled the fine record of past decades and looked with pride and hope to the future. Among other items he discussed the character of the membership of the board of trustees. He said: "The tradition of strong men on our board of trustees has continued. Its membership now includes leaders in the fields of law, finance, insurance, foods, textiles, metal products, automobiles, railroads, paper, electrical appliances, chemicals, home furnishings, and heavy equipment."

Strangely enough, the role of education in giving stability and establishing confidence in our banking institutions is ignored. Paper and railroads, chemicals and home furnishings are represented, but not education.

Breakage cut by 95%... labor costs reduced by 25%

The Director of Duke University's eight dining halls heartily endorses the remarkable break-resistance and light weight of DINNERWARE MOLDED OF MELMAC.



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"Since we switched over to dinnerware made of Melmac we have been able to cut breakage by about ninety-five per cent...

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There you have it. On the basis of durability, reduction of clatter, tremendous savings and good looks, dinnerware molded of Melmac is piling up a

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Perhaps bank presidents consider education as something apart from the economic growth of our communities, as a tolerated necessity playing no significant part in a community's growth. Some banks have educators on their boards of trustees. Many more could also profit by calling upon the services of the educator with his vision of community potentialities. There are "strong men" in education as well as in foods and textiles. Perhaps their recognition would achieve more thriving banking as well as more substantial community solidarity.

Make It Do

TO MANY a school superintendent in these tumultuous days, problems of physical plant and equipment are so urgent that attention to the school program itself is hard to secure. To the administrator who finds himself unable to construct urgently needed school buildings in his community, we can at least offer one bit of encouragement. If energy cannot be used in developing a new school plant it can at least be used in developing the program which occupies the existing plant.

It is true that inadequate school buildings cramp the style of the educational program. It is also true that brilliant and inspired educational programs can be found in some of the worst and the most overcrowded buildings. This is not to say that we ought not to try to get good buildings and plenty of them for our children. However, the building is only the shell of the program.

There is an Indian proverb which can comfort the administrator who is unable to develop the plant, but who may for that very reason find time to improve the program: "It is better to make good use of poor means than it is to make poor use of good means."

Is the Present Retirement Age Realistic?

AS THIS SCHOOL YEAR draws to a close almost every school system will lose through retirement some of its experienced teachers and administrative leaders. Throughout the nation there will be farewell dinners, complete with orchids and addresses of appreciation. Lumps will rise in throats and eyes will moisten from Maine to California.

With the current shortage of school personnel, it is at least an open question whether an arbitrary rule of "65-years-and-out" ought to be applied. Inflation has made the retirement allowances and savings of many older administrators and teachers quite inadequate for a decent standard. Many of these people simply must continue to work; many of them are entirely competent to do so. Some of them, after they retire from the public schools, will accept other positions of far less social importance.

In normal times, the invariable and compulsory retirement at age 65 is probably the most feasible plan for terminating employment. Exceptions to such a rule involve many administrative difficulties. However, these are not normal times, and it might be well to consider whether the nation can afford, in a period of acute manpower shortage, to dispense with services which individuals desire to give, which the nation needs, and for which no acceptable substitute is in sight.

Announcing a Visual Aid to Education

OUR ATTENTION has been drawn to a remarkable device which has been developed as a visual aid to education. This device teaches entirely through the eyes of the students. It can present with equal ease information of current importance, historical events, or imaginative flights into the future. It can offer instruction in the arts, the humanities, the sciences. With no moving parts to get out of order, it requires no special instructions for operation. It does not require a darkened room and it can be used equally well by artificial or by natural light. It is so cheap that the individual student may own one. There is practically no expense for repairs or operation; replacements are easily obtainable. It is light; it occupies little space; and it may be used in classroom, study hall, library or even in the student's own home.

This wonderful visual aid to learning is not new, however; it is called—a book.

How Do You Qualify?

SO YOU WANT to be a city superintendent of schools? You must have a master's degree and from two to five years of successful experience in school work if you want to work in such states as Delaware, Illinois, Indiana, Kansas, Louisiana, New Jersey, Ohio, South Carolina, and Virginia.

On the other hand, you need not bother about these requirements if you will select properly the area where you would like to work. Any ordinary teaching certificate will legalize an administrative appointment in such states as Michigan or Nevada or North Dakota. Two years in college are enough to "qualify" you for the county-school superintendency in Tennessee.

A certain amount of variation is to be expected among the states with reference to their qualifications for school administrators. But the present vast differences cannot be justified. Here is a problem for attention by the state association of school administrators.

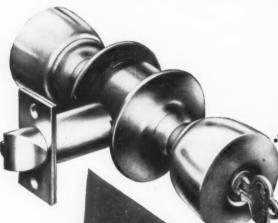
Motorists! Beware!

THE LAW IS BECOMING even more stringent about passing stopped school buses. The bus color has been standardized. Roadside warning signs apprise of bus stopping stations. Halting for a stopped bus has been made mandatory. And now, the demand has come to equip school buses with red lamps, left and right, on both front and rear, which keep flashing as long as the driver feels that danger to any child exists as he gets on or off the bus. The ultimate in safety is the right of every child who rides the bus to school.

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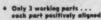


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DISTINCTIVE HARDWARE



Dear Dave,

Action on the Washington scene most likely to put a ring of sincerity in "Happy New Year" is the allocation of 15,000 additional tons of steel for use in school construction. The increase was taken after a review demanded by the educators. It will permit at least 200 more school building projects to go forward. The total steel now available for the erection of school plants is 111,000 tons for the first quarter of 1952. Of this total, 40,000 tons are structural steel. The remainder is the kind of steel called by architects bar steel. It is used largely for reinforcing concrete.

A letter from Manly Fleischmann, administrator of the DPA, to Congressman Cleveland M. Bailey, who has done much to secure a larger share of the nation's steel supply for school building, gives assurance that the allocations made in the remaining three quarters of 1952 will be at least as generous as in the first quarter.

Increased personal exemption after retirement is the purpose of a number of Congressional bills, some of which seek to protect from the federal levy a specified amount of the teacher's retirement income. The amount of exemption proposed ranges from \$1,200 to \$1,800. The proposal, however, has extended beyond exemption for teachers or any other specified occupational group on the ground that such a law would be class legislation. It is likely that the amount of personal exemption from

the income tax levy for all persons above 65 years of age will be set in the foreseeable future at \$1,500 or above.

The Legislative Commission of the NEA and the newly created Department of Retired Teachers of the NEA are cooperating to support a law which includes benefit of higher exemption for retired teachers.

The Legislative Commission of the NEA reexamined at its winter meeting all previous efforts to get federal aid for education and announced that there would be no relaxation of effort to secure general federal aid to schools. Observers predict, however, that emphasis will be shifted from federal aid for teachers' salaries and other operating costs to general federal aid for school construction, particularly at the elementary school level where local tax resources are exhausted. Support for such legislation will come from labor and the building industry as well as from those primarily concerned with the improvement of educational opportunity for American children.

Federal aid to vocational education, favored child in the education family since 1920, is suffering some of its first headaches. The total amount of money has become so large as to arouse jealousy in other areas than education. Both the Department of Agriculture and the Department of Labor attempted unsuccessful forays in 1951 upon funds set aside for the support of vocational education. In the annual poll conducted by the Educational Press Association the victory of the forces of education in securing increased allocations of steel for school construction was ranked in first place among the educational achievements of 1951. Second rank was accorded to the counter-attack of educators against those who are making unfounded charges against the schools.

Among other significant happenings in education in 1951 were the setting aside of station channels for educational television by the Federal Communications Commission, the naming of an athletic policy committee to curb abuses in intercollegiate athletics, the expulsion from West Point of 90 cadets accused of cheating, and the enactment of the Universal Military Training and Service Act.

The absurdly low appropriation of \$400,000 to the National Science Foundation created by Congressional Act in 1950 was considered a body blow by scientists. The American Council on Education and the National Education Association and other educational groups pooled their efforts to secure an increase. The Foundation is now providing on a modest scale for what promises to be a number of important contributions to scientific progress. It has issued a guide to assist scientific research investigators in the preparation of proposals for grants. Approximately \$1,500,000 has been earmarked for expenditure during the current fiscal year to finance basic scientific research in mathematics, physics, medicine, biology and engineering.

As the church and state controversy becomes more heated, the U. S. Supreme Court announces that it will rule on the constitutionality of released time instruction. The New York State statute and the released time practices of New York City will be the guinea pig. Specifically, the Court will decide whether these practices violate the First and Fourteenth Amendments. The decision will affect some kind of released time program in most of the states.

Your fellow Missourian.

Les

Conference Calendar

FEBRUARY

- 7-10, NEA Department of Audio Visual Instruction, Boston.
- 9-14, Association for Supervision and Curriculum Development, NEA, Boston,
- 16-20, National Association of Secondary School Principals, Cincinnati, Ohio.
- 21-23, American Association of Colleges for Teacher Education, NEA, Chicago.
- 22-23, Central District Meeting, NEA Department of Elementary School Principals, St. Louis.
- 22-23, National School Boards Association, St. Louis.
- 22-25, NEA Department of Rural Education, St. Louis, Missouri.
- 23-27, Regional Convention, American Association of School Administrators, St. Louis.
- Regional Convention, National School Public Relations Association, NEA, St. Louis.

25-26, Regional Meeting, American Educational Research Association, NEA, St. Louis.

26-29, Southern Regional Conference, American Association of Health, Physical Education, and Recreation, NEA, Atlanta.

MARCH

- 8-12, Regional Convention, American Association of School Administrators, Los Angeles.
- Regional Convention, National School Public Relations Association, NEA, Los Angeles.
- 10, Regional Meeting, American Educational Research Association, NEA, Los Angeles.
- 17-19, Midwest Regional Conference, American Association for Health, Physical Education, and Recreation, NEA, Cincinnati, Ohio.
- 20-22, Middle Atlantic District Conference, NEA Department of Elementary School Principals, Atlantic City.
- 26-29, Central Regional Conference, American Association for Health, Physical Education, and Recreation, NEA, Topeka, Kansas.
- 27-29, South Central Regional Meeting NEA Department of Elementary School Principals, New Orleans.
- 27-29, Midwest Conference on Rural Life and Education, Sioux Falls, South Dakota.
- 31-April 3, National Convention of the Association of Deans of Women, Los Angeles.

APRIL

- 5-7, Area Meeting, NEA Department of Rural Education, Boston.
- 5-9, Regional Convention, American Association of School Administrators, Boston.
- 6-10, Northwest Regional Conference and Southwest Regional Conference, American Association for Health, Physical Education, and Recreation, NEA, Los Angeles.
- 7, Regional Convention, National School Public Relations Association, NEA, Boston.
- 7, Regional Meeting, American Education Research Association, NEA, Boston.

16-19, National Conference on Higher Education, Chicago.

SE-15

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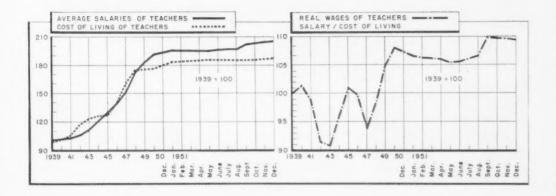


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Teachers' Salaries and the Cost of Living

HAROLD F. CLARK, Economic Analyst Teachers College, Columbia University

THOUGH teachers' salaries in dollars continue to increase slowly, the cost of living has also been rising, with the result that teachers' real wages have started to decline again. In December the index of real wages was 109.5 (1939=100). In November it was 109.7.

Apparently, the emphasis in discussing teachers' salaries must shift from the real wages of teachers to their relative wages, even though the real wages are slightly higher than they were in 1939. Most incomes in the United States have increased an average of 2 percent compounded annually over a fairly long period of time. If teachers' salaries had increased as much, they would be 25 or 30 percent higher than they are now. Or, to put the matter another way, if the increase in all salaries since 1939 is called 100, the index in teachers' salaries is only around 72 percent. Unless teachers' salaries increase as fast as other wages and salaries, the quality of people entering teaching will ultimately decline.

The enrollment in teacher training institutions this year is an indication that additional steps must be taken to improve salaries. The enrollment in all colleges and universities dropped approximately 8 percent. Freshman enrollment in all institutions dropped about 9 percent. Enrollment in all teacher training institutions dropped about 11 percent. Enrollment in the freshman class in teacher training institutions dropped approximately 16 percent. More than 40 states reported shortages of elementary teachers available this year. Unless something drastic is done, the situation will be even worse next vear. The number of graduates preparing to teach in the elementary school will not be adequate to fill normal replacements. In addition, almost a million more children will enter school next year. This alone will require an additional 30,000 elementary teachers.

The cost of living in the next few months will be determined almost entirely by the actions of the Federal Government. Military expenditures are supposed to rise very sharply. If they do, this will create further inflationary pressure. On the other hand, the capacity of American industry has been greatly expanded, and therefore, some prices will undoubtedly decline.

Price Stabilization Near

Food prices may rise slightly, but clothing prices should stabilize. Some types of household furnishings may decline. Building costs and rents will probably continue to rise slowly. Some types of air travel may decline a little in cost, though travel costs, in general, will probably increase.

The indications, in general, are for reasonable price stability in the immediate future. However, teachers' salaries have gotten out of line with incomes in general and every effort must be made to move them back up at least to the same relative position they held in 1939. This would require approximately a 30 percent increase.

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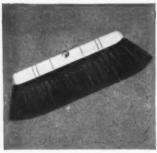
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Elementary School Science And How to Teach It

By Glenn O. Blough And Albert J. Huggett The Dryden Press, New York 1951 532 pp. \$5.25

This teachers' training and reference book is so inspiring and practically helpful that one wishes there were more like it.

By organization and cross reference, the subject of elementary science and methods of teaching it are integrated. Informative, interesting, and simple experiments and activities are suggested. Photographs and line drawings are numerous and excellent.

Elementary School Administration and Supervision

By William S. Elsbree And Harold J. McNally American Book Company, New York 1951 457 pp. \$4.50

Professor Elsbree and Associate Professor McNally of Teachers College, Columbia, discuss principles, trends, and methods in the administration of the elementary school principalship.

"It isn't the school, it's the principal of the thing," is a saying they quote in illustration of a major premise—that the principal holds a position of inestimable importance. The text emphasizes the need for and methods of democratic principalship. It offers "guidelines" to policy and action in the major areas of administrative responsibility.

School Administration

By Arthur B. Moehlman Houghton Mifflin Company, Boston Revised 1951 514 pp. \$5.00

The first edition of this text was published in 1940. The author is professor of administration and supervision at the University of Michigan.

Dr. Moehlman examines the structure and function of American education, presents a philosophy and organizational pattern for public school administration, and analyzes areas of state and federal responsibility.

Material is presented under detailed outline. Its formal, polished style is best adapted to reference or text use.

Education in the United States

By Edgar W. Knight Ginn and Company, Boston Revised 1951 753 pp. \$4.50

Third edition of a standard history of education text tracing the development of American education from Colonial beginnings to 1950. The book's coverage is comprehensively general, yet interestingly detailed. Study aids are good. The author teaches educational history at the University of North Carolina.

Occupational Information; Its Nature and Use

By Max F. Baer And Edward C. Roeber Science Research Associates, Chicago 1951 603 pp. \$5.75

A practical and resourceful handbook for counselors in schools, colleges, and guidance centers. The book describes the industrial and occupational structure of the nation; gives information on how to find, use, and evaluate occupational material.

Teaching Secondary English

By John J. DeBoer, Walter V. Kaulfers, And Helen Rand Miller McGraw-Hill Book Company, New York 1951 427 pp. 84.00

A re-examination of the overall aspects of secondary school English, addressed to English teachers and school administrators.

Whether discussing the function and organization of secondary English courses or the aims and methods of teaching English, the book never

leaves for more than a few sentences its central thesis—that high school English should be focused around the daily needs of youth and the aims of society.

In its jealous condemnation of teaching the intricacies of grammar, the book leans pretty far the other way. It would deny to all students such "erudite shovel-leaning and academic leaf-raking" as the study of diagramming, parsing, transitive and intransitive verbs and sentence structure.

Principles of Teaching

By Harold Spears Prentice-Hall, Inc., New York 1951 339 pp. \$4.00

Some Principles of Teaching, published two years ago, is enlarged to form a basic text for teachers in training. The new volume presents, in remarkably simple style and outline, broad principles applicable to elementary or secondary teaching. Mr. Spears, assistant superintendent of San Francisco schools, has illustrated his material with clever line drawings.

William Heard Kilpatrick; Trail Blazer in Education

By Samuel Tenenbaum Harper and Brothers, New York 1951 318 pp. \$4.00

This absorbing biography gives a warmly human picture of a shy, gentle man who surmounted harsh professional disappointments to become a distinguished and celebrated educator.

William Heard Kilpatrick gave his biographer a great deal of information—about his personal and professional life, his philosophy of education, and his evaluations of the work of other outstanding educators.

From this wealth of information and an ability to write engagingly, Dr. Kilpatrick's former student and ardent admirer has shaped a noteworthy portrait of an eminent man.





No. 87. Published to provide basic materials on education to boards of aducation, officers of parent-teachers essociations, civic clubs, and other interested citizens. Reprints in quantities of ten or more may be purchased from The School Executive, 470 Fourth Avenue, New York 16, N. Y.

Next month: Unique Function
Of School Boards

Selecting Books and Materials for Schools

Instructional Materials A Necessity

Selection Becomes Essential

Procedures Vary with School Organization

THE SCHOOL administrator who is concerned with the improvement of his educational program recognizes the importance of having necessary books and other instructional materials in the hands of teachers. Likewise, if classroom teachers are to maintain the interest of children and youth in this age of radio, motion pictures, and television, they must make use of an adequate and well-balanced collection of textbooks, supplementary books, audio-visual aids, maps, globes, library service, laboratory equipment, and appropriate instructional supplies, as well as available community resources. The appraisal and choice of books and other instructional materials therefore looms as a major responsibility in the education of America's children and youth.

Many conditions have intensified the problems involved in selecting appropriate books and films. Pupil enrollment in schools has grown significantly, but the supply of qualified teachers has not increased proportionately. Teachers continually face the problem of selecting the most appropriate materials from the greatly increased quantity of books, maps, globes, charts and films now available. Reading and books have earned a preeminent place in American culture. Educators generally appreciate the contribution of good literature in developing character, moral standards, and spiritual values of children. The effectiveness of films, pictures, and television has been epitomized in the saying, "a picture is worth 10,000 words." Materials implement the curriculum; they must change with the changing curriculum. Because of the great variety of materials that confront schoolpeople today, the task of selection takes on added importance.

Each school system that has the authority to select its own books and other instructional materials should adopt its own definite procedures for the review, evaluation, and selection of materials. Too, each type of instructional material will require specific criteria; but wherever the school system, or whatever the procedure, the aim of selection should be to promote more effective teaching and learning. City and larger school districts usually select books and geographic, audio-visual and other instructional materials for immediate purchase and circulation to the schools from their central libraries. The county in some states makes selections in order to establish an "adopted" book list from which the schools under its jurisdiction may select for purchase. The list also serves as the guide for the county library in purchasing and circulating books for those districts which subscribe for special supplementary book service. Some states, on

Prepared by C. C. TRILLINGHAM, Superintendent of Schools, Los Angeles, California

SCHOOLS

Who Is Concerned With Selection?

The Criteria

The Committee in Action

the other hand, evaluate textbooks which they expect to purchase and distribute to the schools of the state, or to print with leased plates and then supply to the schools. It seems to be a generally accepted principle that the larger the unit of administration and distribution, the wider should be the base of evaluation and selection.

Some of the specific practices and procedures used in the Office of the Los Angeles County Superintendent of Schools illustrate one approach to this problem. In this county, the responsibility for the organization of committees to review and evaluate materials is delegated to the instructional staff. Supervisory, instructional and library personnel may join.

Supervisors understand children and are experienced in curriculum development; teachers understand children and are experienced in teaching procedures; and librarians know books and audio-visual materials. But what of the children, the parents and other interested citizens? All have definite feelings about the materials children use. Children have standards for judging materials, although they may not be able to define their standards clearly. The public has repeatedly expressed concern about the materials which schools select to promote learning. Are the feelings and interests of all concerned adequately considered in setting up evaluation procedures? The people furnish the pupils, pay the bills and rightfully are concerned with the program and the problems of the schools. Inclusion of diversified, competent and representative evaluators on reviewing committees will undoubtedly mean improved instructional materials.

Criteria for the selection of materials are carefully developed by the committee. Significant questions for developing criteria are:

Is the material adequate, well-balanced, interesting, and informative? Will it develop faith in the ideals and promises of American democracy? Is the content at the understanding level and within the interest range of the children? Are the facts and data significant, accurate and authentic? Do illustrations and text complement each other? Are adequate aids provided, such as table of contents, index, appendix, bibliography, legend, and glossary? Is the organization such that sequence and continuity are logical and in accordance with known facts of child development? Are controversial issues presented fairly and impartially? Does the presentation of facts and relationships encourage children to find the right answers? Does it encourage children to develop skill in solving problems? Is the instructional material educationally sound and worth-while? Will it promote pupil learning? Will it achieve the purpose of education?

The ball starts rolling when the publisher's representative submits an adoption application for a book or geographic material. An interview with the committee chairman may follow. The book is then assigned to at least three reviewers, who carefully appraise it according to the predetermined criteria. Geographic materials are usually evaluated at a meeting of the geographic materials committee, at which the representative appears with the materials, demonstrates their uses, and answers questions. Reviewers of geographic materials appraise maps, globes, and charts according to the following criteria: Clarity of relationships and symbols; adequacy of physical and political data; lettering, coloring and shading; durability; and convenience of mounting. Trade books (supplementary books that are not considered as textbooks) are usually assigned to two reviewers.

After individual reviewers have examined the books or materials, the committee meetings become the focal points of decision. If three reviewers concur in a recommendation to adopt or reject a book, its fate is usually decided, and this becomes the committee's recommendation to the county board of education. Should reviewers disagree, additional reviewers may need to examine a book before a decision can be reached.

Evaluation committees make recommendations as to grade level; basic or supplementary use; the recommended number of copies per classroom, and the length of time of adoption.

SCHOOLS

Indispensable Teacher Guide

Appraisal Procedures For Audio-Visual Materials

Materials Selected To Fit Curriculum

Steps In Approval
Of Materials

After the county board of education has acted upon committee recommendations, all reviewed books and geographic materials are placed either on the adopted, or the "not approved" list. Lists of book adoptions are sent to the library service division for guidance in making purchases. Lists of books and geographic materials are also distributed to the school districts of the county. The adoption lists become both guide and limitation to the classroom teacher.

Criteria, evaluation procedures, and decisions in the selection of materials may be influenced by many factors, among which are: financial resources, types of community, training and experience of the evaluators, publishers' attitudes and policies, and the objectives of selection. Examination of standard lists, reading of professionally-prepared reviews, and the give-and-take discussion between teachers, with pupils and with parents are essential factors in sound selection.

There are many excellent sources of help in the appraisal of books. One of the most valuable is the comprehensive Children's Catalog, indispensable to larger schools. Excellent guides to textbooks and trade books are Rue's Subject Index to Books for Primary Grades and Subject Index to Books for Intermediate Grades. Also excellent are Snow's Basic Book Collection for Elementary Grades and Basic Book Collection for Junior High Schools. Extremely helpful in evaluating current books are the reviews in Publishers' Weekly; Horn Book Magazines; Booklist; Elementary English and Retail Bookseller. Arbuthnot's Children and Books is extremely helpful.

In the case of audio-visual materials, specific steps have been worked out and adopted by the Los Angeles County office. For more than ten years this office has conducted a cooperative audio-visual service for the public schools of the county. Currently, audio-visual materials are distributed to 380 schools in 106 districts, having an approximate average daily attendance of 195,000 pupils from kindergarten through junior college. The money paid by the school districts for the service (50 cents a year per pupil) is the only money available for the purchase of materials. Since the participating districts provide all of the money for materials, they share in selecting materials and in determining policies. The county's audio-visual library now includes approximately 9,000 films.

The desire to provide the best teaching materials possible, the needs of the schools, and the necessity to spend money wisely are major considerations. Materials are selected to fit directly into the recommended units of study in elementary schools and for subject areas in secondary schools. Group evaluation by representatives of curriculum and audio-visual departments from the districts and from the central office is the most effective way to select materials. Therefore, regular monthly previews are scheduled for screening elementary materials. Secondary and college level materials, in addition to being reviewed by members of the Division of Secondary Education from the office, are often sent to teachers for screening with their classes. At least six or seven in-service or Institute sessions for screening films in different subject areas are also set up in the high schools with teachers and administrators present. The participation of administrators, teachers, and supervisors in the selection of materials provides background and experience for sound judgments and creates greater understanding and interest in the total audio-visual program.

A letter inviting districts to participate in the selection of materials is sent to each superintendent at the beginning of the school year, suggesting that they submit the names of those people in their districts who should receive notices for the monthly previews.

Steps in the approval of films for purchase follow:

Preliminary screening by professional personnel in the Division of Audio-Visual Education. Second screening at a regular monthly preview for school district and office supervisors and teachers qualified to appraise the subject matter and its appropriateness for classrooms. A member of the

SCHOOLS

Protest Against Certain Materials

Is the Team Approach Effective?

Some Unsolved Problems

county board of education usually attends these previews. Highly specialized films, such as foreign language or advanced science subjects, are frequently sent to teachers for classroom evaluation. Third screening is made by a member or members of the county board of education if the subject treats with highly controversial issues.

Formal recommendation for purchase is sent to the county board of education if the film has been approved by the screening groups.

In addition to the judgments of the evaluating groups, office policies and sensitivity to public opinion may influence the final selections. Policies of operation concerning commercially sponsored films, controversial issues, and restricted subjects are given special consideration by the Audio-Visual Policies Committee, made up of district and office representatives, and by the county board of education.

Occasionally some individual or organization protests that a certain film is subversive, and demands that it be removed from circulation to the schools. It is not good policy to ignore such protests, nor to withdraw the film from use immediately in order to avoid trouble. Rather, the protest is acknowledged and the matter is properly investigated and acted upon accordingly. It is pointed out that the schools make every effort to keep subversive materials out of the classrooms, but they also have the responsibility of protecting worthy materials from the unfair attacks of self-appointed groups with special "axes to grind," but which do not represent the public as a whole.

The team approach is recognized as the most effective way of selecting the best instructional materials. It is democratic and economical.

There are still some unsolved problems. For instance, would instructional materials meet the needs of pupils more effectively if they were appraised more thoroughly during all stages of planning and production? Here seem to lie invaluable opportunities for better relationships between educators and producers. Thorough discussions preceding production are resulting in better instructional materials.

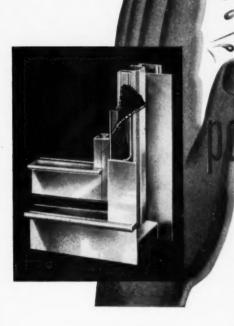
Many people are seriously concerned about how the schools and the public together can effectively exclude subversive concepts from instructional materials. Schools, producers, and the public must accept joint responsibility for developing the ideals and promises of American democracy as well as for building the defenses against counter influences.

Then there is the persistence of some of the producers' representatives. How can the schools be fair, impartial, and consistent in granting time-consuming interviews and demonstrations? How can educators encourage producers to submit all the materials that may contribute to increased learning and maximum child growth? These problems take on added significance when wider areas of adoption are involved. This problem can be partially solved by authorizing only the committee chairman, or a member, to meet with the representatives who submit materials for evaluation.

And what about the producers' motives for producing instructional materials? The motivations to produce should include the desire to further human welfare, or human growth toward maturity.

Educators are also increasingly concerned with the general public's inquiries or criticisms regarding the quality of instructional materials and the procedures by which they are selected. Some reviewing groups issue "sit-in" invitations to their committee meetings. Others encourage lay representatives to voice their contributions when the selection criteria are developed.

There is no short cut to the wise selection of books, films, and other instructional materials. Instead, there is hard but inspiring work in this service to enrich the educational experiences of children and youth. Instructional materials are appropriate and valuable only to the extent that they promote good teaching and learning, and thus help in achieving the purposes of education.



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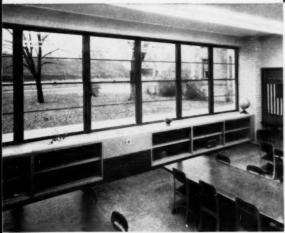
Columbus Boys A'cademy, Columbus, Ohio. Headmaster, Sumner F. Dennett; Architect, Dan A. Carmichael, Jr.; Consulting Engineer, Robert S. Curl. Newest addition to one of the Midwest's oldest and best known boys' schools is fully equipped with DRAFTISTOP.



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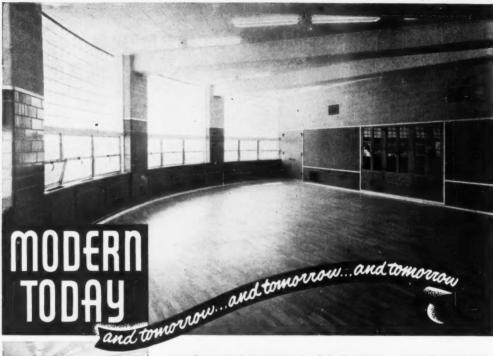
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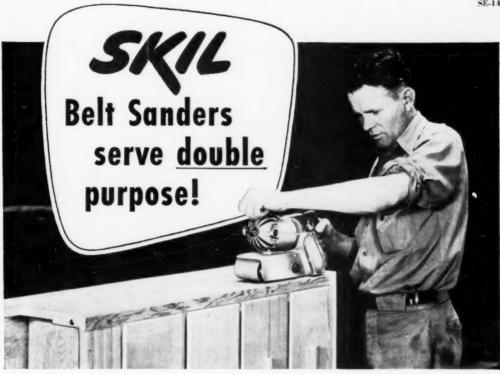
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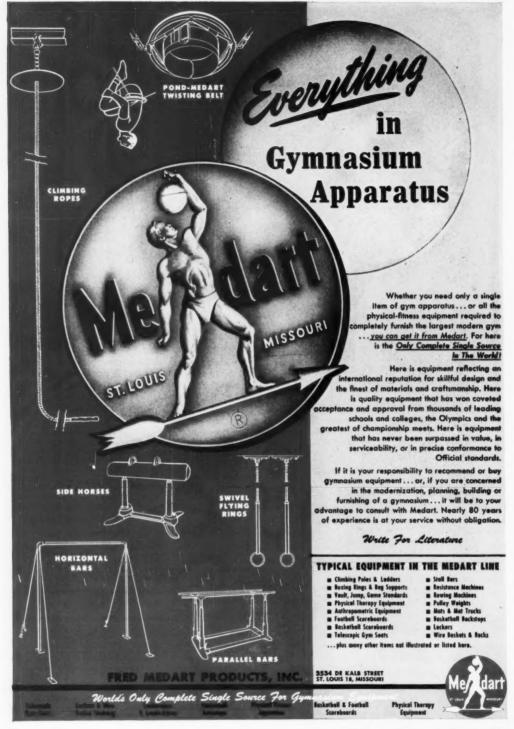
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Educational Adaptability, Part III

ADMINISTRATIVE CONCERN WITH THE COMMUNITY

PAUL R. MORT Professor of Education
Teachers College, Columbia University

OMMUNITIES that are pioneers in one area are likely to be pioneers in others; those that are early followers in one area tend to be early followers in others; those that are late followers in one area tend to be late followers in others; those that are laggards in one area tend to be laggards in others. If this were not true, any group of communities would not vary significantly in the number of adaptations to be found within them. The strong evidence from the various adaptability studies probably is not needed to support even the most casual observation that communities do vary. What the adaptability studies have done is to show how forces normally brought to bear (administration, district organization, etc.) are usually not as powerful in influencing the character of education in the community as the community

Both the Pennsylvania study¹ and the Pierce2 and the Ayres3 studies of Metropolitan School Study Council schools indicate that these community differences are related to community characteristics that are identifiable through such simple data as

The adaptability studies have implications of greater or lesser importance in every aspect of the operation of schools and in the legal structure in which the school operates. This and the three remaining articles planned for this series deal with challenges to the overall pattern of administration rather than with the character of specific aspects of operation or legal structure.

This article deals with the extension of administrative concern with the community in ways that promise a marked increase of productiveness of both education and other cultural fruits. It has it roots in the community studies by Cillie, Knott, Mort and Cornell, Pierce, Poruben, Thomas, Gallagher, Flaherty and Ayres, and in the operational studies by Beach, Britton, Fisk, Beggs, Polley, McCormick, Walling and various study groups in the Metropolitan School Study Council, the Bronx Park Community Project, the Central School Study, and the Associated Public School Systems. (Essential abstracts of these studies will be found in: Ross, Donald H., Editor, Administration for Adaptability, New York: Metropolitan School Study Council, Teachers College, Columbia University, 1951, Part V, Vol. III and Part I, Vol. 1.)

the amount of schooling of the adult population, the percentage of the workers engaged in skilled occupations, and the age of the adult population. Pierce's community index is based on some nineteen such social and economic items and an easily administered poll of public understanding of what good schools are like and what schools can do.

These measures were classified into three groups that have been interpreted as follows: (1) Educational and social characteristics that reflect the level of faith or expectancy in education as a powerful instrument of society; (2) Measures of realistic public understanding of education; and (3) Economic characteristics (expenditure on education excluded) that condition community predisposition to seek better cultural fruits that may possibly cost money. Through factor analysis Ayres classified the measures into three groups, (1) and (2) above falling into one group and (3) above being split into ability and population density. He reduced the number of useful measures to fifteen.

This seems to require a broadening of the viewpoint of administration to embrace the community as the production organism, with education one of its fruits. It would seem that the administrator can no longer view his task as that of operating a school system as if it were a separate entity, limiting his work with the public to achieving those good "public relations" that will provide him and his staff sufferance to educate according to their best lights. The adaptability studies make it possible to spell out promising new lines of action for administrators. They fall into three groups: (1) Steps to utilize human resources in the public that are already in a state of readiness as a result of favorable social and economic conditions; (2) Steps to remove so far as possible the psychological blocks arising from unfavorable social and economic characteristics of the

¹ Mort, Paul R. and Francis G. Cornell,
American Schools in Transition. New York:
Bureau of Publications, Teachers College,
Columbia University, 1941.
2 Pierce, Truman M., Controllable Community
Characteristics Related to the Quality of Education, Composition School Study Council, Research
Merupolitan School Study Council, Research
tions, Teachers College, Columbia University,
1933.

Number College, Columbia University, 1933.

Ayres, Fred, An Analysis of Certain Community Characteristics Related to the Quality of Education, New York: Teachers College, Columbia University A study in process.

community; and (3) Steps to influence the trend of community social and economic development so as, year by year, to improve the community as a productive organism for education

Capitalizing on "Ready" Resources

There are a goodly number of communities throughout the United States that have great unused potentialities for educational productiveness. So long as we assume that the potentialities of a school system are dependent largely upon the training of teachers, the provision of particular services, and the adequacy of administrative and supervisory personnel, we may and do unconsciously on occasion exercise our leadership by suggesting community goals far short of community potential. It would seem that the administrator cannot do less than get as good an estimate of the community potential as he can now readily get with a few hours of clerical work.6 Once it is achieved he may find that his sights are correctly set. On the other hand there is a chance that he may find them set unrealistically high or hamperingly

Many communities, even in the poorest states, have vastly more potential than school authorities give them credit for, and in many instances require little more than encouragement of the public to inquire into what ends can now be successfully served through education and what know-how is available for , achieving them,3

Reducing Psychological Blocks

To an appreciable extent, the characteristics that differentiate communities in their favorableness for producing good schools operate through attitude. Communities differ in expectancy, understanding and economic ability. But the three characteristics are not necessarily related. Predisposition to high expectancy may be associated in a community

with mediocre or low understanding or with mediocre or low economic Conversely, predisposition to low faith may be found along with higher understanding and higher economic ability. When one of the three sets of conditions is high, the expectancy for good education is enhanced. When two or all three are high, the expectancy is very high. These findings give two clues for administrative action: (1) Reduce the sales resistance to community cultural fruits, and (2) Bring influence to bear to enhance the character of the community itself.

Reducing Sales Resistance

It may be safely assumed that there are few if any communities that could not markedly improve their education and other cultural fruits by a better use of the human resources at home or readily available to them through universities, state governmental services or other agencies and institutions.6 It may also be safely assumed that there are few if any communities that could not increase their support for education if they should come to place a value on it comparable, say, to the value normally placed on new model cars, electric gadgets, radios, television, tobacco, cosmetics, etc. Accordingly, those who represent the public concern with public education should use their efforts more effectively to reveal to the community what they, as experts, know or can discover about what is in the educational market place. It is reasonable to assume that there will result a considerable shift in the community in the amount of citizen time given to educational matters and in the amount of the community income dedicated to education.

A variety of promising techniques have been pioneered by the Metropolitan School Study Council in its ten years of attention to the problem of enhancing community adaptability and by the more recently initiated enterprises, the Bronx Park Community Project, the Associated Public School Systems and the Central School Boards Committee for Educational Research. Among them are: (1) Extending the organized administrative machinery customarily reflected in board rules and regulations

to include a charter for lav participation7; (2) "Unmet needs" conferences that seek to plumb the interests and concerns of the public, unguided by the administration8: (3) Extension of public participation in budget planning⁹; (4) Adult courses in education¹⁰; (5) Use of community human resources in teaching.1

Influencing the Trend

The idea of enhancing the character of the community as an educational procedure is not new. We have known it for a long time in the form of school district organization. We have known it in a broader setting than education in the form of zoning laws and practices. The findings from the adaptability studies suggest a third approach, aimed at starting with the community as it is and influencing its present and future evolution for the better. Such influence need not be any more than helping those who influence community policy to see more clearly the cultural implications of this or that decision.12

Communities are never the same two days in succession. Some of the characteristics that are important for adaptability change rapidly. Some, like the level of understanding of education, will seem to be amenable to modification by methods readily available to the school. Other characteristics become changed for the better or for the worse because of decisions made by planning bodies or individuals. It surely is clear that while communities left to accidental development will for the most part

^{*}See the concluding section of this article.

*For method see McCormick, Felix I., The Measurement of Public Understanding of Education. New York: Unpublished Ed., D., Projectorms of Joil see Walling, Donald, Polls of Opinion to Measure Community Understanding of the Power of Education. New York: Unpublished Ed., D. Project, Teachers College, Columbia University fun process at time of this writing); and also Metropolitan School Study Conneil, Committee on Lay Understanding, What Schools Can Da: One Hundred and One Patterns of Educational Practice. New York: The Council, 1947.

⁶ For example, see Fifty Teachers to a Class-room, by the Metropolitan School Study Council. New York: Macmillan Company, 1950.

⁷ Beach, Norton L., Secretary of Committee of Fourteen, Public Action for Powerful Schools, New Yak, Published for the Metropolitan Study Council by the Bureau of Publi-cian Study Council by the Bureau of Publi-cian Study Council by the Bureau of Publi-shed, Teachers College, Columbia University, 1949; Mso Bronx Park Community Charter, in The Unnet Needs Approach to Public Participa-tion by Joseph O, Loretau and John W. Polley, New York: Institute of Administrative Research, Teachers College, Columbia University, 1951, pp. 34-37.

New York: Institute of Administrative Research, Teachers College, Columbia University, 1951, pp. 24-27.

8 Begg, William R., Techniques for Study Groups Concerned with United Needs. New York: Metropolitan School Study Conneil, Teachers College, Columbia University, Committee for Educational Research, Budgeting: A Guide for Assembling the Best Budgeting: A Guide for Assembling the Rest Budgeting: A Guide for Assembling the Rest Budgeting: A Guide for Assembling the Best Budgeting: A West 120th Street, 1951.

10 Examples of steps that have been taken in his connection are the Metropolitan School Study Council films: community-institute consultation of the Metropolitan School Study Council Exchange; use of the magazines Exchange, Know-How and Central Ideas as texts for study groups; the institute of the Superintendent's Job unpublished Ed. D. Project in Teachers College, Columbia University, 1951, 1961, Elik, Fifty Teachers to a Classroom.

<sup>1951.

11</sup> Op. cit., Fifty Teachers to a Classroom.
12 For a detailed discussion of this approach see Pierce, Truman N., Op. cit.

change slowly, and occasionally change with cataclysmic rapidity, the changes are usually due to decisions made by individuals or groups, who are quite unconscious of the educational implications of their acts.

There would seem to be every hope then, for the betterment of the adaptability of the American school system by taking account of what we know about community characteristics related to adaptability—taking account of them in the pattern of activity of local school administration.

Guide for Community Analysis

The most significant implication of the adaptability studies of community is that there are powerful levers to improve education readily at hand to leaders and potential leaders in any community. Such an assessment consists of two parts: (1) The assessment of the community potential, and (2) The assessment of the adaptation status of the school system. Instruments and know-how are available for doing both jobs.¹³

¹² Ross, Donald H., Op. cit., Vol. III, Appendix.

An Editor Answers A Schoolgirl's Query

WHEN sixth-grade Betty Ann Brown of Grant School in Trenton, New Jersey, wrote to Edmund Goodrich, editor and publisher of The Trentonian, the newspaper editor felt that the substance of the elementary school child's letter and his response were worthy of public notice. Mr. Goodrich printed the letters on the editorial page of The Trentonian on November 27.

THE SCHOOL EXECUTIVE found this interplay of correspondence a good example of democracy in action, and reprints the text of the letters in full.

Dear Mr. Goodrich:

The boys and girls in our class are studying democracy and good citizenship. We want to find good habits, good ideals, and right attitudes to help us become good citizens.

Perhaps when you were in the sixth grade you started developing habits that helped you. . . . Would you write me a letter telling characteristics that I could develop to become a good citizen?

Thank you for reading my letter.

Sincerely yours, Betty Ann Brown Grant School North Clinton Avenue

Dear Betty Ann:

You flatter us, little girl. Yet you have not given us an easy task.

Since you've mentioned it, we do recall giving some thought to the future when we were in the sixth grade. But now that we've grown older—much older, in fact—we realize that these thoughts first occurred to us long before we entered the sixth grade. They might even have started while we were still a tiny tot in the cradle.

In other words, our mother might have planted the seeds in our mind. Mothers do things like that, you know.

The task you have given us would be an easy one if we could point to ourselves as the example you and your young classmates seek. But we must confess that we can't look in the mirror and find the answer to your questions.

We will say this, though, Betty



Betty Ann Brown

Ann: The mere fact that you, at your tender age, want to know how to become a good citizen makes it certain in our minds that you are really going to be one some day. So maybe we should suggest that you look in the mirror yourself, where you can, beyond



Editor Edmund Goodrich

any question, gaze upon the righteous face of one of our good citizens of tomorrow.

You thrill us a bit when you point out that you and your classmates are studying democracy and that you "want to find good habits, good ideals, and right attitudes..."

What a great world this would be, Betty Ann, if all of the children of all nations were like you and your classmates.

In due course of time there would not be any more cruel wars.

Love would replace hatred, the brotherhood of man would replace the forces of evil.

Happiness would replace sorrow, and the sun and the stars would brighten our lives such as they have never been brightened before.

We would have real democracy throughout the entire world—and everyone, everywhere, would be a good citizen.

We would have peace on earth, good will toward all men.

What more could we hope for?

You asked us in your letter what characteristics you should develop to become a good citizen. After thinking everything over carefully, we believe you will find the answer in the Golden Rule, "... whatsoever ye would that men should do to you, do you even so to them. ..."

The Golden Rule is a part of the Holy Bible, a book which all good citizens read regularly. No home would be complete without one.

Now that the answer seems so clear, you may want to ask us why every-one doesn't live up to the Golden Rule, especially in these trying days when we appear to have so many troubles all around us.

In reply we can only say that maybe there aren't enough Betty Anns in this world.

Thank you for your nice letter, Betty Ann. And we might add that you've given us something to think about, too.

Yours with equal sincerity, Edmund Goodrich Editor, The Trentonian

The Value of Continuing Professional Consultant Service

OME boards tend to regard a request for a professional consultant as a sign of weakness on the part of their superintendent. Some superintendents feel that a consultant overshadows them. Some taxpayers tend to view any funds expended for continuing consultant services as wasteful. Because of these attitudes, many school systems are deprived of the services of a professional consultant.

The continuing professional consultant contributes to a broad, comprehensive approach to local school problems. This is an important consideration for the superintendent and the board of education. The professional consultant also helps the superintendent who is in doubt about his own thinking by providing a professional sounding board to evaluate his position on critical issues.

When administrators compare each other's practices, individual prejudices make it difficult to determine what is good and what is poor,

Day of Reckoning

It is the inevitability of the day of reckoning that gives rise to the need for the board to provide the superintendent with the best available consultant service.

No superintendent is sufficiently specialized in all fields to avoid all the traps that are concocted to inveigle him into agreeing, step at a time, to certain administrative policies that eventually add up to trouble and a crisis in the school system. The first steps to some of these practices are begun innocently by all concerned, while others are the result of plans by groups and individuals who are out for special advantages,

It matters not how a poor policy came into being. The final result is the same. The superintendent has to J. H. HULL Superintendent of Schools Torrance Unified School District California

face the music sooner or later.

Their experience and intimate knowledge of the problems of a variety of school districts makes professional consultants highly valuable to school systems. The superintendent who can persuade his board to retain one of these individuals on a "ready on call" basis has great advantage over his colleague who is a lone wolf. The advantage results in long-term smooth operation, protection for the board, and improved educational opportunities for schoolchildren, as well as a longer life for the superintendent.

The one-half day per week or one day per month basis is a sound plan. The regular interval plan avoids the hit-and-run feeling which certain survey experiences have created.

Consultants can easily be misused by superintendents, too. If the consultant becomes a whipping boy for the superintendent, and the advice and counsel he gives is quoted continually, then board and staff and community may soon get to wondering who is the superintendent. But this aspect is even less apt to be troublesome than the willingness of superintendents to be viewed as authorities who know all the answers on educational problems. Superintendents who encourage this are soon in a precarious and untenable position.

Wise Superintendent

The wise superintendent will listen carefully to the consultant's advice on principles and current practices. He will also use facts and sound educational principles to evaluate this advice. His final recommendation will be based on fact, principle, and

an impersonal viewpoint. No one needs to be the scapegoat for action based upon this kind of thinking and analysis, least of all the superintendent. The failure to be impersonal and the tendency to accept personal credit where objective thinking is called for are traps that may be avoided through the consultant's services.

A vital factor is the need for high integrity upon the part of the consultant. An intrinsic value of the consultant is the independent nature of his relationship to the superintendent. He is, in a sense, an outsider to whom the superintendent can entrust his innermost thoughts and reactions. The therapeutic value of getting it off his chest is in itself of no small value to the superintendent, who at times has certain problems which he should not expose, or even suggest, to members of his staff, board or community.

The balance the superintendent gains from hearing an expert react to his problem, the stability he gains from knowing how others have met the same or similar problems, and the perspective he gains from an outsider's viewpoint tend to make his position sound. Superintendents are often too close and too emotionally involved in the problem to be able to use their own best judgment.

I know of numerous instances in which a consultant has saved a district thousands of dollars. There are numerous instances in which consultants have aided districts in resolving personnel problems without public dissension, and there are numerous instances in which a consultant has smoothed the way by mentioning the one little item that the regular administrator might have overlooked.

In the last analysis, the consultant makes it possible for the superintendent better to represent himself. The school district and the children receive the benefit.

Boards who are responsible for educational policy-making and for expenditures of thousands of dollars annually can hardly afford to ignore the advantages of the continuing professional consultant service. Budgeting the equivalent of one teacher's salary for this kind of service may be considered an economy when appraised in the light of the benefits to all concerned.

SCHOOL Vews & Views

Five-Year Plan For Toledo Schools

Drabness is gradually being eliminated from the classrooms of Toledo, Ohio, public schools as a result of years of planning and research by the board of education staff with the cooperation of Toledo industry. The new plan of economical construction and maintenance plus maximum educational effectiveness has taken shape in 66 classrooms in eight school construction projects built during the first two years of the five-year building and modernization program.

Painting and lighting were the first two problems studied by the staff. Two parallel rows of fluorescent fixtures were chosen for each classroom to supplement the natural light admitted by ceiling-high windows of glass blocks. A vision strip of clear glass was installed beneath the blocks.

With the cinder block walls painted in pastel shades and with light natural wood finish on the furniture, eyestrain has been minimized.

The modern classrooms include removable cloak cabinets, sink with drinking fountain, book and supply cabinets, and movable single-unit desk and chair combinations.

E: L. Bowsher, superintendent of the Toledo school system, announced he would be glad to make the plan available to any school groups.

Pointers on Prevention Of School Vandalism

Debris and loose stones near a school building are conducive to vandalism of school property, a recent study by New York City officials reveals. Although the causes of vandalism lie in more psychological factors—thwarted emotional outlet, grudges against a teacher or custodian, lack of recreational facilities—damage to school buildings by vandals

The Fulfillment of a Dream

Ten years ago the one-story school building was quite unusual. Of course we have always had one-story buildings; those were the kind originally built in America when people were few and far between. Historically, as people learned to live in clusters and hence cities grew, the architectural style of all types of buildings came to be multi-storied. School buildings fell into step, and large, many-storied structures were to be found in cities, in small villages, and even in the open country. The trend developed to the point that people believed that a tall structure represented a particular prestige.

Now in ten short years the process has been reversed. In 1950, of the approximately 7,000 elementary and secondary school buildings constructed, more than 70 percent were single-story. The trend for 1951 was even more predominant. Why the reversal? Because schoolpeople, architects, and citizens studied the educational needs of communities and people. Because they became convinced that buildings could be better designed for the job they had to do. Because one-story buildings are safe and flexible structures. And because ways were found to build them more economically than multi-storied buildings.

—Walter D. Cocking

can be curbed by proper precautions.

As a means of controlling vandalism the New York City board of education makes these suggestions: clean up all debris in the school vicinity; make rapid repair when damage occurs; locate ball-playing areas away from school buildings; have police patrol school areas before and after school hours; and encourage pupils to help in controlling vandalism.

Modern Trends In School Building

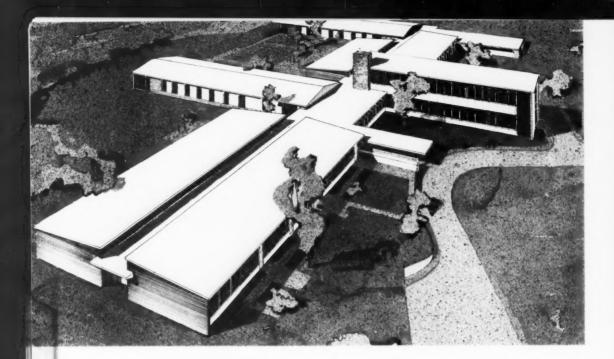
According to a study recently completed by the research department of the American School Publishing Corporation, a definite preference for contemporary design in school buildings has developed during the past ten years. More than 1,300 schools, constructed from 1930 to 1950, in all regions of the United States were included in the study. Contemporary design was evident in only 27 percent of the buildings constructed between 1930 and 1940. Of the buildings constructed from 1940 to 1950 70 percent were contemporary in design.

Of the architects who designed the buildings included in this study, 86 percent expressed a preference for contemporary design in future schools.

Recommended Reading

School Fire Safety, by N. E. Viles, Office of Education Bulletin 1951, No. 13, from Superintendent of Documents, U. S. Government Printing Office, Washington 25, D.C., lists various fire hazards in school buildings and outlines a program for eliminating them by proper and periodic inspections. Price: 20¢

CITIZEN ADVISORY GROUPS FOR SCHOOL BUILDING PROGRAMS suggests ways to organize and operate lay groups who help in school building planning. DESIGNING THE ELEMENTARY SCHOOL IN HARMONY WITH THE EMERGING DESIGN OF EDUCATION outlines physical facilities needed to meet developing educational practices. These are companion reports by the Committee on School Buildings, Metropolitan School Study Council, 525 West 120th Street, New York City 27.



Schools for the Handicapped

NLY ONE-FIFTH of the crippled children in the United States have access to special educational facilities. The number of crippled children in the nation has never been accurately established, but the figure approaches one million. These children have been defined as "individuals under 21 years of age

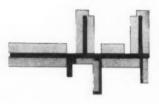
who are so handicapped through congenital or acquired defects in the use of their limbs and body musculature, as to be unable to compete on terms of equality with normal individuals of the same age." Handicapped children include those with disabilities due to infection (such as poliomyelitis), cerebral palsy (spastics, athe-

F. CUTHBERT SALMON

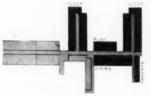
Associate Professor of Architecture Pennsylvania State College

Salmon and Salmon Architectural Consultants to The National Society for Crippled Children and Adults, Inc.

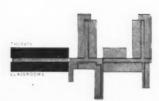
toids, etc.), congenital abnormalities (club foot, etc.), traumatic conditions



Doubie-loaded corridors (recommended minimum width 10 feet) result in a more compact, economical, convenient building.



Dormitory wings grouped about central play and dining areas. Parents' quarters form semi-detached unit.



Treatment-training wing distinctly separated from residential areas, yet not too remote for control or convenience. Glazed lobby forms connecting element.



Administration and examination offices centrally located. Residential staff quarters adjoining form only two story element. Residential school for cerebral palsy victims will provide an interim training period of education and therapy for moderately severe and severely involved, yet mentally normal children. School also serves children who have had medical care and who, after showing sufficient improvement, will be transferred to "regular" classrooms.

(burns and accidents), birth injuries (Erb's palsy, etc.) and conditions of unknown, uncertain and miscellaneous causes (spinal curvature, muscular dystrophy, etc.).

Although a complete program for the handicapped begins with good case finding, and prompt and adequate medical care, it is economically and socially extravagant to provide these facilities without adequate educational facilities. Inadequate training and care in early life are frequently responsible for the more serious limitations of handicapped adults.

The design of educational buildings to meet the specific needs of physically handicapped children is a relatively recent development in the nation's educational system. In 1914 only four large cities—New York, Chicago, Cleveland and Detroit—provided public educational programs for crippled children. Since then state laws and private agencies have done much to make educational facilities available to this group of children, but much still remains to be done.

The aim in the education of the crippled child is to develop him mentally, physically, and emotionally so that he may eventually take his place in society. Some minor cases may be handled in regular day school, but the more seriously handicapped child

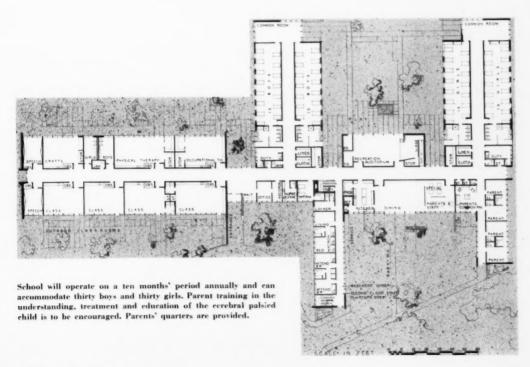
should not be expected to compete with children who have no physical disabilities. Consequently, special buildings and facilities are required.

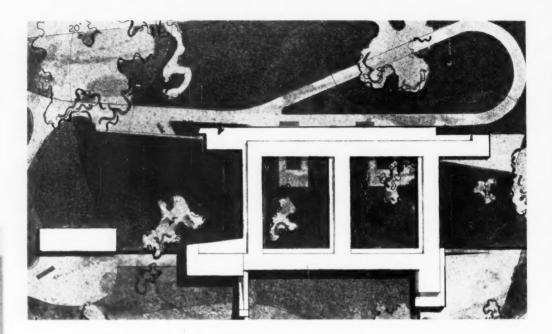
Orthopedically Handicapped

The buildings illustrated attempt to solve problems of the orthopedically handicapped. They represent only a selection of possible types, for the types of buildings for the education of the handicapped are as varied as the types of programs for special education.

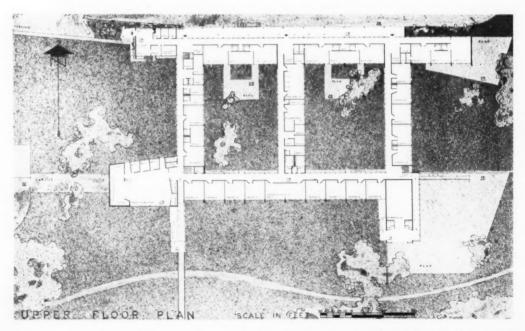
The controlling design factor in planning these schools is the physical limitation of the handicapped child. The entire building must be designed around his needs.

The child who requires mechanical devices for ambulation such as wheel chairs, crutches, walkers, etc., raises the problem of circulation. It is of paramount importance that circulation be simple and direct with uninterrupted corridors of ample width and a minimum number of turns. Although a one-story building at grade level approaches the ideal, topography or congestion may not always permit such a solution. Frequently





School for the orthopedically handicapped. Basic units of the building, the classrooms, are grouped about a central therapy unit. All classrooms are bilaterally lighted and have major window exposures to the south or east. Lower grades have toilets and restrooms within classroom areas. Since all children arrive and depart by bus, major entrance is a continuous sheltered platform. Wheelchairs are stored near platform entrance.



the conversion of existing buildings presents similar problems which call for the use of ramps. Corridors and ramps should be designed to facilitate the circulation of children with the minimum of assistance from the staff.

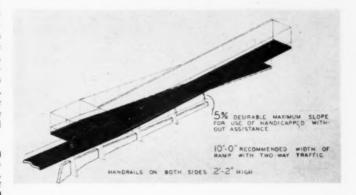
The entire building should be planned to help the child develop a sense of security and independence. Ample space gives the child a sense of freedom and encourages his independent physical activity. Classrooms and activity rooms must be large enough to accommodate wheelchairs, crutches, and other equipment. Although the teacher-pupil ratio is much lower than for normal children, the rooms should be at least as large as standard classrooms. Ample natural light, good artificial light and

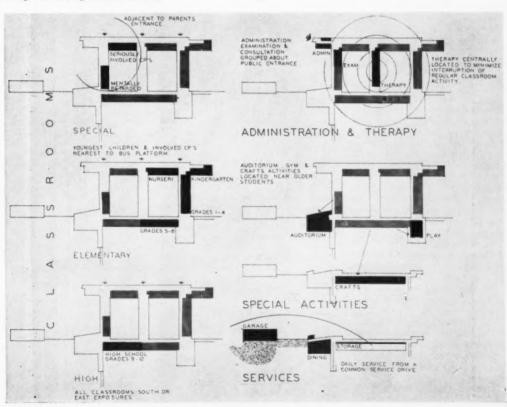
Changs in existing contours are held to a minimum, resulting in a variety of floor elevations, all at grade level. Vertical circulation is by means of ramps, which most of the handicapped Changes in existing contours are held acoustics, relationship of rooms to the outdoors—all tend to aid in the child's development.

Self-Help

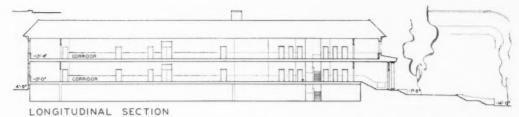
Teaching the child self-help is one of the most important phases of this

kind of education. Although their movements are slow and difficult, everything should be done to help the children go from one place to another without assistance. Many of the children must make frequent trips to the various therapy rooms; therefore,





THE SCHOOL EXECUTIVE for FEBRUARY, 1952



The problem here was to convert a portion of a typical urban elementary school to serve the physically handicapped. Building is a two-story structure with basement built in 1900. Floor area assigned for use by handicapped children consists of six classrooms, group toilet facilities, as shown by floor plan at right.

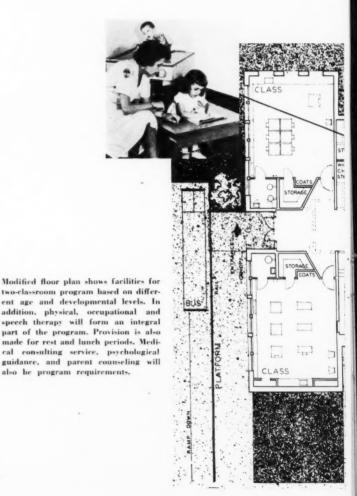
these rooms should be convenient to the classrooms. Similarly, toilet facilities, equipped with handrails, should be adjacent to all rooms, particularly classrooms. Sinks and drinking fountains should be provided in all therapy rooms and classrooms.

As adequate sleep and rest are essential, space must also be provided for this daily function. Adequate storage space is another requirement for all rooms. Equipment is frequently bulky and expensive, and should not be discarded, as it may meet the specialized needs of an incoming student.

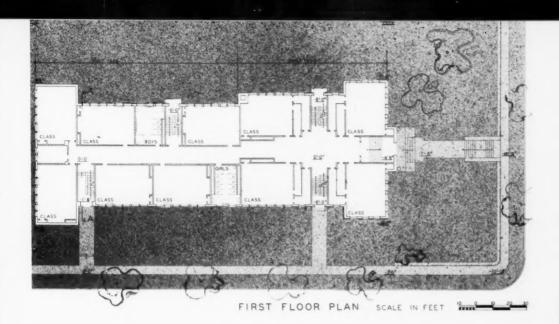
All details should be planned so as to eliminate the maximum number of physical barriers. Steps, pilasters, exposed radiators and pipes, narrow doors, doors swinging into circulation, slippery floors, rough surfaces—all are to be avoided.

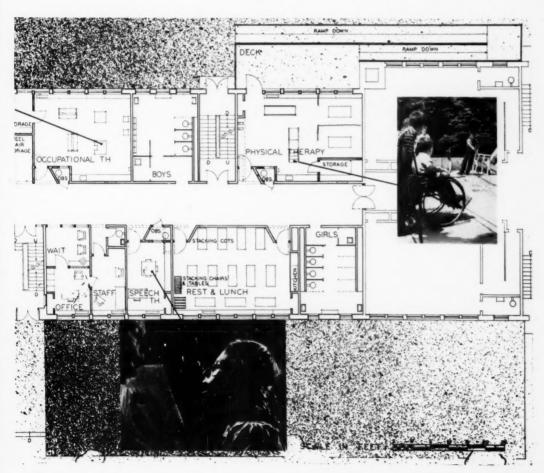
The noonday lunch is a valuable part of the special education program, and is of therapeutic value. Here opportunities are afforded for encouraging good eating habits and social de-

Where bus transportation to day school is provided, ease in handling

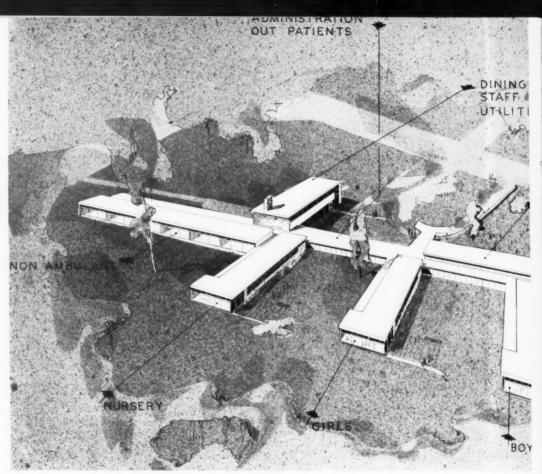


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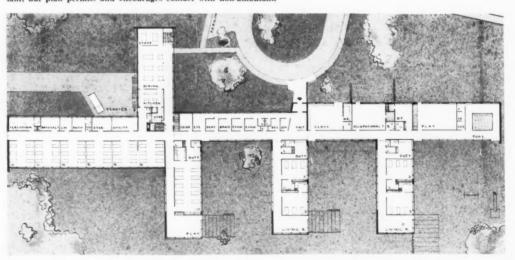


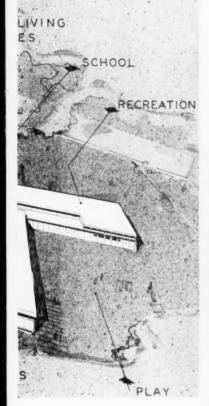


THE SCHOOL EXECUTIVE for FEBRUARY, 1952



Poliomyelitis hospital school is organized into three basic components: non-ambulant wing; ambulant wings; service wings. Non-ambulant patients are separated according to age groups. Non-ambulant services are convenient and screen the northern exposure. Ambulant children are housed according to age groups and sex, separated from non-ambulant, but plan permits and encourages contact with non-ambulant.





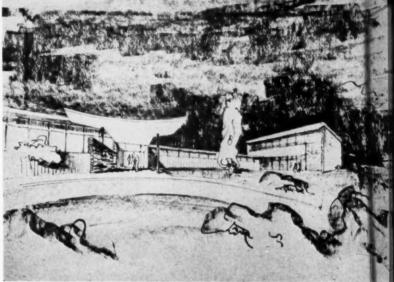
Below, entrance drive permits sheltered loading and unloading of passengers. At bottom of page, ambulant living wing adjoins classroom, occupational therapy rooms and recreation wing and is provided with duty staff accommodations. Landscaping creates sense of privacy for outdoor activities. Major exposure of bilaterally lighted wards is to the south with view of wooded area.

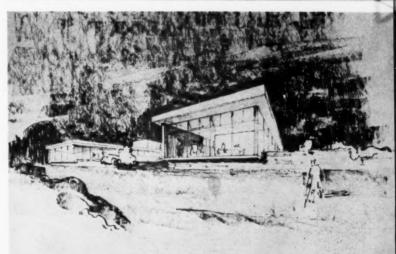
the children is important. A platform at bus floor level, spanned by a plank, will facilitate loading and unloading.

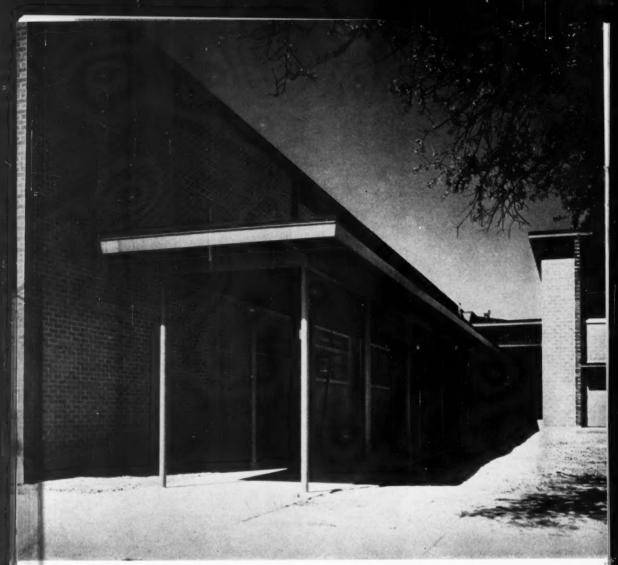
Parent Participation

Parent participation in the school program will give them a better understanding of the children's problems. Provision for observation, for formal and informal group meetings of parents, for staff and professional consultations will aid the parents to plan realistically for their children's development.

The crippled child's progress will depend largely on an effective program and staff, but the speed with which he overcomes his handicap and becomes able to do things for and by himself depends largely upon the physical and psychological aspects of the building in which he carries out his program of specialized education.







Covered passage to street

New Senior High School For Negro Youth

R. L. WILLIAMS

Formerly Superintendent of Schools Beaumont, Texas



Charlton-Pollard Senior High School, Beaumont, Texas

Courtyard

N EGRO STUDENTS in Beaumont, Texas, point with pride to their new Charlton-Pollard senior high school. Their previous school, a substandard twelve-classroom masonry structure, has been transformed into a modern, functional schoolhouse, as if by the touch of a fairy's wand.

But this was no magic. Hard work and intelligent planning by Superintendent R. L. Williams, the Beaumont School Board, and Stone and Pitts, architects and engineers, changed a bleak building into a schoolhouse where students want to come to live and learn. When the green light signal was given, the existing structure underwent major repairs and remodeling, and a new onestory senior high school was built around it.

In determining what educational facilities should go into the new school, Superintendent Williams studied available surveys of Negro occupations in the area. Conferences held by committees of Negro patrons and Charlton-Pollard's teaching staff spelled out the teaching philosophy of



Gym, bandroom and auditorium



THE SCHOOL EXECUTIVE for FEBRUARY, 1952



Auditorium



Gymnasium



Interior fire stairs

the school, and the architects translated the philosophy into their blueprints.

Vocational Facilities

The new structure provides for twelve classrooms; biology, physics and chemistry laboratories; commercial arts room; library; cafeteria; teachers' lounges; clinic facilities; auditorium; and gymnasium. Special departments offer students vocational training in cosmetology, cleaning and pressing, woodworking, music, foods and clothing, home practices, and commercial work. The high school serves 860 students, with an ultimate capacity for 1,000. Provisions have been made for future expansion of shops and classrooms when enrollment demands it.

A salient feature of the new scheme is the unique and functional relation of the auditorium and gymnasium to the classrooms and vocational department. The 1,000-seat auditorium contains a common rear wall with the gymnasium, thereby permitting dual use of the ventilating system, lobbies, and concessions stand. Measuring 100 feet by 120 feet, the gymnasium can be divided by means of folding partitions for simultaneous use by both boys and girls. Dressing rooms, locker rooms, showers and toilets open directly into each portion of the gymnasium when subdivided. Folding bleachers provide seating capacity for 1,600 in the gymnasium. Since the auditorium and gymnasium are extensively used by community groups, the designers made provision for rolling aluminum grilles in the corridors to isolate completely these areas from the classrooms.



Boys' locker room and shower

Climatic conditions influenced the architects to plan a north-south exposure for the majority of new class-rooms. Gas-fired unit heating systems are used to produce a quick form of heat adaptable to the sudden changes in temperature characteristic of winter in the gulf coast area.

Costs Are Kept Low

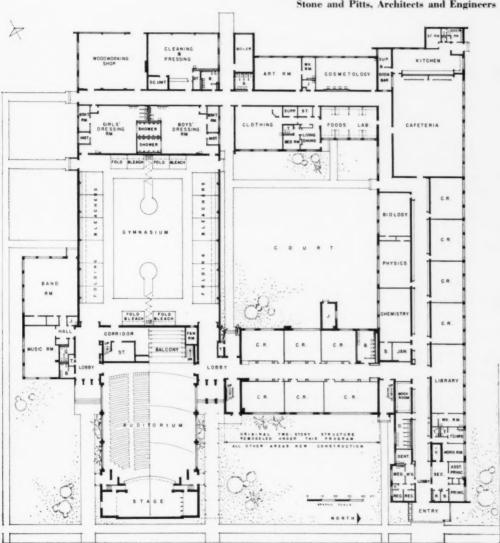
Total cost of the building program, exclusive of equipment, was \$650,-

690. Costs were kept at a minimum by eliminating plastered walls. Glazed tile wainscots and exposed facing tile walls above are utilized throughout the building. Acoustical tile ceilings are found in corridors, auditorium, and in certain other rooms. Terrazzo floors are used in toilets; asphalt tile floors in all other rooms except the shops. Lighting in classrooms is from incandescent pendant fixtures with hollophane lens producing high in-

tensity lighting in required areas.

The new Charlton-Pollard School is only one of 23 school improvement projects initiated by the Beaumont Independent School District development program. Whether erecting new buildings, adding to existing structures, or renovating, this Texas community forges ahead in an all-out effort to house all Beaumont children in the best school buildings that technical know-how and budget allow.

Floor plan Charlton-Pollard High School, Beaumont, Texas Stone and Pitts, Architects and Engineers



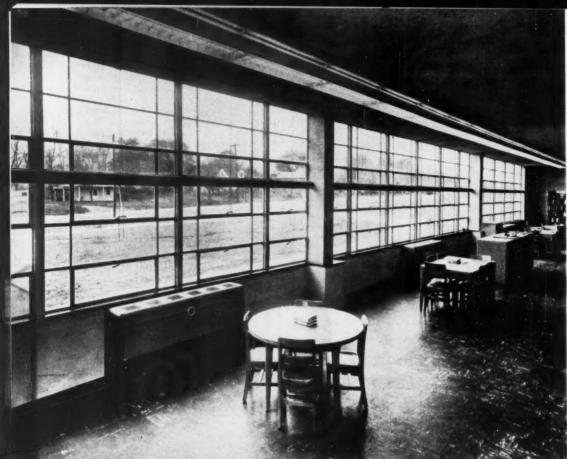


Photo courtery William Bayley Company

Children have visual affinity with outdoors in Deer Park School, Hamilton County, Ohio, Grunkemeyer and Sullivan, Architects,

How ALUMINUM WINDOWS Serve School Needs

THE NATURAL advantages of aluminum window sash have served school designers well. Aluminum windows do not have to be painted, nor do they rust, warp, rot or swell. Their minimum maintenance requirements have saved taxpavers thousands of dollars.

The price quoted on an aluminum window is for the assembled frame and sash ready to be set in place. Aluminum windows leave the factory completely fitted, weather-stripped, and with balancing devices and hardware furnished. They never require fitting after leaving the factory. Since aluminum windows will not require painting and refitting, the cost of

these operations may, therefore, logically be credited to the original price of aluminum windows.

School designers have found that aluminum windows meet the basic objectives of a window very efficiently, namely: to let light into a building; to let inmates see out; to prevent claustrophobia; and to create as little difference as possible between indoors and outdoors.

Maximum Glass Area

The use of narrow, precise, extruded shapes of a high strength alloy permits aluminum window parts to be especially compact and spacesaving, thus providing the maximum M. J. BRATTON Wildrick and Miller, Inc. New York City

glass area per square foot of individual wall opening. The narrowness of vertical aluminum window mullions also makes it possible for a high number of windows to be installed in a given wall space, admitting the maximum amount of light per wall, and more ventilation when needed

Optimum glass area, made possible by aluminum sash, helps the student to note less difference between his outdoor and indoor surroundings. When the student is inside, he can see outside; outside, he can see in. First introduced for schools in the late '20s and early '30s, aluminum windows with their natural and plain lines were immediately recognized by architects as adaptable to all types of period and traditional construction as well as modern architecture. Interior decorators find the striking appearance, yet neutral effect, to be an asset which can be utilized in almost all of their planning. Aluminum cannot rust or scale; hence, no unsightly drip stains can disfigure the walls of structures using this metal.

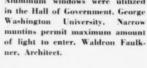
A prime factor to consider in choosing aluminum windows for public schools is that of promoting better health through eliminating unnecessary drafts. Aluminum double-hung, projected, and casement windows constructed to the Aluminum Window Manufacturers Association standards meet the most exacting weather-tight tests, not just when newly installed, but year after year. With this continuous airtight control, it is easier to maintain a steady temperature level, and safeguard the children's health.

Windows should be easy to open and close, not only to control ventilation and room temperature, but also for safety's sake. The non-rusting, non-warping qualities and the light weight of aluminum sash contribute to this feature.

All of these advantages of aluminum windows sound good on paper. How well have aluminum windows, widely used in schools only during the past decade, stood the tests of time and use?

The 1,483 aluminum windows in





Plain and narrow lines of aluminum sash are attractive and practical. Architect Clair W. Ditchey specified them for Immaculate Heart of Mary School in Detroit, Michigan.



Photo courtesy of J. S. Thorn Company

Aluminum windows form long, clean line in Samuel Gompers School, Philadelphia, Davis, Dunlap and Carver, Architects.

the Wassaic State School, Amenia, New York, one of the first school installations on record, are in excellent condition after 20 years of service. Inspection reports dating from the erection of the building right up to the present are available as proof positive of the investment value of aluminum windows.

Another early installation of aluminum windows is in the Charlotte Junior-Senior High School in west New York State. In clean, open surroundings, these aluminum windows, on their last inspection, showed little evidence of exposure to the elements in the 20 years of their life. The windows have even maintained their original transfer of the surroundings.

ginal sheen and sparkle. Today, thousands of schools are enjoying the advantages of aluminum windows, which are performing outstanding service under all types of conditions. For example, during a recent storm with winds of hurricane intensity on Long Island, the aluminum windows in schools such as the Abbey Lane School and the Gardiner's Avenue School (both located in Levittown), held up excellently.

One outstanding investment feature of aluminum windows is the fact that they do not require painting. A conservative estimate would indicate that any school building with 400 to 500 windows could easily save ap-

proximately \$50,000 in maintenance costs over a fifty-year period of time.

As aluminum windows are very weather-tight, heat loss is low, resulting in lower fuel bills. This is another economy for the taxpavers.

How can architects, contractors and school executives be sure they get the correct aluminum window?

The Aluminum Window Manufacturers Association has developed basic standards for aluminum window architectural specifications. Specifications are available covering double-hung, casement and projected-type windows, for residential, commercial and monumental-type buildings. Copies of these specifications may be secured without charge by writing to the Aluminum Window Manufacturers Association, 74 Trinity Place, New York, N. Y.

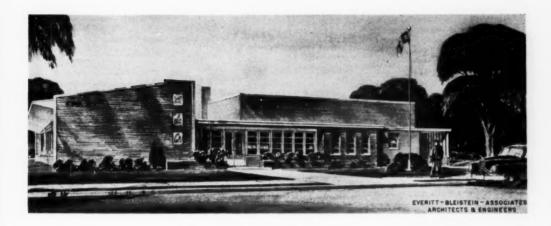
Eighteen manufacturers affiliated with the AWMA, responsible for approximately 80 percent of all the aluminum windows made, support these standards through the Association's "Quality-Approved" Seal program. This seal, a guarantee to the architect, contractor and taxpayer alike, is available to any window manufacturer (whether a member of the Association or not) who will meet and maintain the required standards of the Association.

The future of the aluminum window in schools is limited only by the production of its base metal. Government defense directives and currently expanding production facilities indicate that aluminum windows will continue to be available for wide use in the nation's schools.



Students of Lemon Township High School never experience claustrophobia. Grunkemeyer and Sullivan, Architects.

Consolidated District 103 School



A NEW SCHOOL for Consolidated District 103 in Johnson County, Kansas, was recently delivered to the owners by Haren & Laughlin Construction Company, Kansas City, Kansas, neatly packaged with exterior trimmings of expansive landscaping, circular entrance, and attractive architecture.

The site is on a high elevation in the center of the school district. The area is 100 percent rural territory, and at night the brilliantly lit structure is a striking sight in a country-side accustomed to unbroken darkness.

The architects and engineers, Everitt-Bleistein-Associates, Kansas City, Missouri, were faced with a water problem in the none too well watered underground section of Johnson County. Test holes were sunk and an abundant supply was found at a depth of 60 feet. A combination well and reservoir yielded enough, water to meet all anticipated needs.

The architectural design provides for three bronze plaques on the east wall by Lawrence Edwards, sculptor of Independence, Missouri. One was completed with the building, and the other two have been cast in plaster and are ready to be cast in bronze as a future graduating class project. The exterior of the building is of the long, narrow Roman brick type with cast stone trim and face brick. The interior walls are of painted concrete block. Acoustical tile ceiling and asphalt tile floors have been used in the interior. Streamlined, movable desks are uniform in size but adjustable for the comfort of students of different ages, and they are of the locker type for keeping books under private cover. Adjoining the cabinets for student wraps are an extension work counter and storage shelves.

The lighting scheme is the result of careful study, making full use of daylight and at the same time protecting young eyes from glare and strain. The entire north side of the classroom section is a sheet of plate glass. A substantial overhang from the roof minimizes glare from the sky, and a ventilating sash at the floor level controls indoor temperatures.

Blue-type clerestory window glass in the upper three feet of the south wall filters infrared rays from the sunlight and reduces glare. The lower space of the south wall is for chalk board and cork board. Silvered bowl lamps surrounded by concentric louvered rings give a uniform distribution of indirect lighting.

Warm air heating passes through

F. T. BROWN 311 West 51st Terrace Kansas City, Missouri

eight-inch square tile ducts from the furnace under the concrete floors. The ducts are attached integrally to the floors and release an even heat of controlled degree through the floors and beneath the windows where it is mixed with fresh air and re-circulated.

The landscaping and playground plans have been only partially developed, leaving an incentive to patrons of the school to complete it as a future project for the benefit of the community. The use of the building by both the school and the public has been anticipated in the kitchen and cafeteria facilities, as well as in the community room, which has a stage and ample floor space.

The school provides four classrooms for students up to the eighth grade. Building costs averaged \$11 per square foot, with a total outlay of around \$80,000. The project has been hailed as an outstanding contribution to the educational facilities for farm youth and as representing a substantial return on the dollar in presentday school building financing. PICTURE a "student body" of 400,000, ranging from illiterates to former university presidents and from preschool age children to grandmas. Then suppose your students are living in refugee camps of three European countries—Western Germany, Austria and Italy. Many tongues are spoken there—German, Polish, Latvian, Hungarian, among others, but very little English.

These students are coming to America to begin a new life, and must know their responsibilities under the law to their American sponsors. The displaced persons must be prepared overseas for integration into American life. In short, their Americanization must start in a camp in Europe.

Such was the intriguing and rewarding task which faced the Displaced Persons Commission at the outset of its operations in 1948.

The Commission turned to the United States Office of Education for guidance in aiding the displaced persons to focus on their new horizons. After an overseas survey, the Office recommended an adult program designed to help these prospective immigrants orient themselves toward their future homeland. Curriculum content was suggested, in part, by guidance counselors and social workers who outlined the specific needs of such refugees for successful adjustment here. With the blessing of Congress, the Commission established a systematic adult education program. This was a precedentbreaking step, the first time an American governmental agency established a formal school system overseas for prospective citizens.

Four-Point Plan

The Commission developed a four-point plan with these objectives:

Language training. Basic English is the aim here. Various methods are used, including the "Blitz Method," so-called because of the short time available for instruction. This method, developed overseas by a professional staff, is based on a phrase book containing several thousand common American expressions, distributed in English, German and Polish. Wide use is also made of the direct English method, and of recordings.

Responsibility to the American sponsor. Through lectures, questionand-answer periods, and printed materials in several languages, the im-

New Horizons in Adult Education

HARRY N. ROSENFIELD

Commissioner Displaced Persons Commission Washington, D. C.

migrant's legal responsibilities are described and explained.

Psychological preparation for living in the United States.

Facts about the United States and its people.

All the suitable media of modern education are used, so far as limited funds permit. Formal class instruction, special lectures, visual and auditory aids, libraries, community singing, quiz programs, miniature State fairs, informal teas, and "Ladies' Nights" are among the devices used by a specialized professional staff.

The whole undertaking is not only an experiment as to content and student body, but in faculty and administration as well. It is a joint venture, with many private and public organizations such as the World Y, the International Refugee Organization and the American voluntary religious and welfare agencies cooperating under the Commission's supervision. Where possible, county agricultural agents, USES placement specialists and exchange students who have returned from study in the United States are used as supplementary lecturers.

Schooling is provided not only for adults but also for children of elementary and secondary school age. One center, for example, ran an allday, five days a week kindergarten for children below six years of age, and a series of English classes for children from six to fourteen years,

Two Aims

The short-range aim: The new immigrants need preparation for what they will find upon arrival in America. For example, our great distances

astonish them. What for us is a short trip is long enough to pass through three European countries. It helps the new arrivals if we can forestall difficulties and protect them against embarrassment through practical instruction concerning money, weights and measures, ciothing customs, characteristic working methods, and social mores. The first few months are the toughest. Life will be simpler for the tuture citizens, for example, if they learn in advance that here men do not ordinarily tip their hats to other men. Displaced persons are amazed upon learning in orientation classes that their children can go to public schools tree in this land.

The long-range aim: Here is where the project's "quickie" techniques lead directly into the American school system's area of responsibility. Our purpose is to start the displaced person's basic integration into the American community. We hope to imitate him into a wholesome understanding of the American way of life. But our opportunities are very limited and meager. We must spread a small educational staff throughout Western Germany, Austria and Italy, The immigrants' exposure to this instruction is all too brief, at most being limited to portions of their ten to 35 days' stay at the resettlement centers where their principal preoccupation is the determination of their eligibility for an American visa. But the American community has them thereafter-and there lies the challenge to our schools.

The success of the Commission's educational experiment can be gauged only by the effectiveness of the displaced persons' resettlement in the 48 states to which they have gone. But one thing is certain: our hopes can come to full fruition only if the initial overseas impact is followed up by organized and persistent efforts of American educators to provide educational services adapted to the needs of these immigrants, old and young. Our schools must help to give meaning and substance to the promise of freedom and opportunity which these new Americans glimpsed overseas. The American school system must assist these new neighbors so that, while freely and openly retaining their cherished traditional values, they can learn to participate fully and effectively in the privileges and duties of American life.

WHAT is the attitude of secondary school principles toward the effect of college entrance requirements upon the curriculum of their schools? Can the slow progress in articulation between secondary schools and colleges be blamed on the lack of conviction of the principals that college entrance requirements should determine the high school curriculum? Do principals think they are now in a position to aid colleges in the selection of their students by other means?

In order to secure answers to these and other related questions, a questionnaire was sent to a random sampling of high school principals throughout the United States. Replies were received from 331 administrators from 46 states.

Is the college preparatory curriculum best for all high school pupils? No, say 87 percent of the principals. While 15 percent believe it is not best for any, 17 percent think it best for 20 to 30 percent of the pupils; 9 percent approve it for 10 to 20 percent; and 9 percent for 50 to 60 percent.

How does a set pattern of subjects for those who plan to go to college effect all the other pupils? The consensus (80 percent) is that it tends to force the same requirements upon the others. Sixty-six percent of the principals who have a non-college curriculum report that less than one-half of the students enroll in it. The administrators (76 percent) think that students select the college preparatory curriculum because of college entrance requirements.

Would college-going students substitute other courses for some of those specified for college entrance if they had the opportunity? Sixty-nine percent report students would substitute other courses, 8 percent say they would not, the rest were doubtful.

Curriculum Changes

What changes would principals make in their curriculum if there were no specific pattern of requirement for college entrance? Table I gives their answers to this question.

TABLE I

3,500,000	
Would give Pe	rcent of
greater emphasis to: Pr	incipals
1. Personality development	67
2. Social problems in	
American living	58
3. Vocational subjects	52
4 Work and study habits	52

Secondary School Principals Look At College Entrance Requirements

5.	Economic problems	51
6.	Leisure time training	40
7.	Health education	3-
8.	International understand-	
	ing	3-
9	Core curriculum	3

A majority of the principals would change the emphasis within subjects. Suggested changes were: (1) emphasize factual information less and the development of attitudes, appreciations and understandings more; (2) apply subjects more directly to problems of everyday living; (3) fit subjects better to ability of pupils; and (4) integrate various subject fields.

Counseling Students

What facts are considered in advising students as to college entrance? (See Table II.) Principals recognize the importance of factors other than units in advising on college-going.

Information About Students

What kinds of information can principals supply about students which in their opinion would be better indicators of college success than

THELMA A. BOLLMAN

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set patterns? Table III gives the answers to this question. Principals can supply the following information about pupils, and they think it reveals potential college success more accurately than specified credits.

TABLE III

	Percent
Kinds of Information:	Principa
1. Marks	92
2. Mental ability	90
3. Standardized achiev	rement
scores	84
4. Activities	80
5. Health	73
6. Interests	67
7. Aptitudes	55
8. Personality traits	51

Problems Anticipated

What problems are anticipated by principals should colleges abandon specific patterns of subjects for entrance? The problems most frequently mentioned are: (1) an adequately readjusted curriculum; (2) increased

TABLE II

Fractices for counselling	Used by Percent
students about college-going	of Principals
1. Marks in high school subjects	94
2. Personality and character traits	. 80
3., Rating on one or more intelligence tests	79
4. Interests and purposes as revealed by interviews	
and questionnaires	74
Vocational interests and abilities	65
6. Economic status	61
7. The desires of students' parents	54
8. Apparent abilities of students in fields other than	
academic subjects	51
9. The number of credits earned in certain subjects	51
10. Scores on college aptitude tests	49

pressure on the principal; (3) proper guidance by well-trained counselors; (4) teachers trained to meet needs of pupils; (5) a complete system of records; (6) a publicity program to acquaint parents, teachers and pupils with the changed procedures; (7) a definite basis for granting or refusing recommendations; (8) an adequate testing program; (9) a more thorough check of home life, interests and plans of students.

Conclusions

The findings of this study may be summarized as follows:

• The college preparatory curriculum is not best for all secondary school pupils. The principals believe that college entrance requirements prevent secondary schools from meeting the needs of the individual pupils and the demands of a dynamic democratic society.

• College entrance requirements tend to force the college preparatory curriculum on the 80 percent who do not go to college.

· Other courses would be substituted for some that are specified for college entrance if requirements were less restrictive.

· Changes in many courses would be made. Greater emphasis would be given to applications, understandings and attitudes.

· Principals show by their practices of advising students about college-going that they think there are factors more important than entrance credits to be considered.

· Principals can now supply information that they consider more helpful in predicting college success than the specified units. The majority of the principals polled list eight different kinds of information they can supply about their students.

· Principals realize that abandonment of specific patterns of subjects required for college entrance will create problems. Their jobs will become more complicated, extensive and demanding. They will have to assume more responsibility for the education of youth.

Recommendations

Principals may aid in the solution of the problem of articulation by publicizing their beliefs as expressed in this study. Through their publications and their conventions constructive suggestions will prove an aid.

Publicity should continue to be given on the results of the Eight-Year Study and scores of other studies that prove that college success is not determined by the pattern of subjects pursued in high school. The following generalized findings of the Eight-Year Study should be known by all.

"First, the assumption that preparation for the liberal arts college depends upon the study of certain prescribed subjects in the secondary school is no longer tenable. . . . The conclusion must be drawn, therefore, that the assumption upon which school and college relations have been based in the past must be abandoned. . . To move ahead schools must have encouragement from colleges. To give that encouragement colleges must abandon their present admissions policy. . . The second major implication of the results of the Eight-Year Study is that secondary schools can be trusted with a greater measure of freedom than college re-

Since this problem must be solved by colleges and secondary schools working cooperatively, it is suggested that all state organizations of principals follow the plan of having a committee on relations with higher institutions, composed of representatives of colleges and high schools. The Illinois Committee, which is a good example, gave the following report on its guiding principles and recommendations:

quirements now permit. . . "1

Illinois Committee Report

Guiding Principles: As a basis for developing proposals for solving the prob-lem, certain principles were agreed upon regarding the respective responsibilities the secondary school and the college. These were:

1. The American public high school has the responsibility to develop and administer an educational program which will provide for the education of all youth, including both those who go on to

college and those who do not.

2. With limited resources, the high school's first responsibility is to provide education of general value to all its stu-dents, rather than to provide for the specialized needs of parts of the student body when the latter effort is taken at the expense of a good program of general

3. The colleges and universities bear the responsibility of continuing the general education of high school graduates and of providing for various specialized needs appropriate for post high school

4. Since the high school carries the

Aikin, Wilford M., Adventure in American Education, Volume I, The Story of the Eight-Year Study, Harper and Brothers, New York, 1942, pp. 118-124.

responsibility for educating all youth, it, responsibility of educating an youth, it, and not the college or university, has the responsibility of specifying the content of the high school curriculum. The colleges and universities have an interest in obtaining competent students from the high school, and the high schools need to consider the development of competent students as one of their functions.

5. The high school has the responsibil-

ity of providing colleges and universities with information about its students and in doing so enabling these institutions to select prospective students wisely.

Recommendations: In the light of these principles, it is recommended that the col-leges adopt admission policies which do not specify the courses the students are to take in high school, but specify the kinds of competence to be required of entering students. There has been ex-tensive research on the kinds of competence which are good predictors of col-lege success. The following five criteria can be used by a college or university to provide the best prediction of the probable success of the student in college work: 1. Score on a scholastic aptitude test; 2. Score on a test of critical read-ing; 3. Score on a test of writing skill; ing; 3. Score on a test of writing said.
4. Score on a simple mathematical test;
5. Evidence that the student has an inand some effective 5. Evidence that the student has an in-tellectual interest and some effective study habits as shown by his having taken at least two years of work in one field in high school in which his grades were better than average.

It is recommended that the foregoing criteria be used for admission to general college work in place of any other set of entrance requirements. For specialized curriculums which begin in the freshman year in college like engineering, certain specified competencies on the part of high school graduates may be required, such as competence in mathematics for engineering. For such cases, the Committee recommends the adoption of the following paragraph

lowing paragraph:
Secondary schools are urged to provide means for high school students to acquire prior to graduation the competencies demanded for successful work in specialized programs in institutions of higher learning, such competencies to be determined on the basis of standardized tests rather than on the basis of passing specified courses.

The purpose of the last recommendation is to urge provision in high schools for specialized work really basic to col-lege specialization. The Committee reognizes that smaller high schools will not always be able to provide a sufficient variety of specialized courses to meet the needs for special programs of all its graduates. In such cases, the colleges are urged to make provisions for the basic specialized work with as little handicap to the student as possible.5

Principals should continue to work on the solutions of problems they envisage as college entrance requirements become more liberalized. Interest will be focused on understanding adolescents, helping them understand themselves, and developing a curriculum which will meet individual and group needs.

² Steering Committee, Illinois Secondary School Curriculum Program, New College Admission Requirements Recommended, Circular Series A, No. 51, Illinois Secondary School Curriculum Pro-gram Bulletin No. 9. Office of the State Super-intendent of Public Instruction, Springfield, Illinois, February, 1950.

How Reliable Are Enrollment Forecasts?

W7 HEN a school district faces the necessity of school plant construction, some consideration of future enrollment is inescapable. It is important to know what techniques of enrollment prediction are most reliable and how wide may be the probable margin of error.

The prediction of enrollment for a given attendance area or in relation to a particular site is a calculated risk. The purpose of an enrollment forecast is to inform the community as to the extent, urgency, and immediacy of its plant capacity needs.

An Educational Yardstick

From the enrollment forecast and other data, the community must make definite decisions with respect to space requirements, cost estimates for approved educational standards, and exact time and place for the erection of school buildings. It must make short-range decisions on the classroom space required. It must make long-range decisions on such special facilities as cafeterias, auditoriums, and playgrounds; and it must determine location of sites, length of bond issues, district boundaries, high school organization, and probable future functions of the school plant. The margin of error that may be tolerated in enrollment forecasting depends upon the use of the forecast and the conclusions drawn therefrom.

Review of Surveys

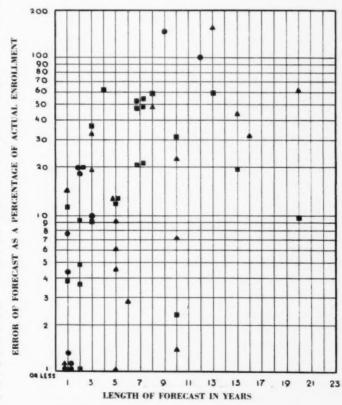
In a review of about 150 school surveys published during the past two decades, we found that 101 devote considerable attention to school building recommendations. Clear-cut enrollment forecasts are described in 48 of the surveys, of which the forecasts in 31 could be checked against actual enrollment figures. These surveys were distributed in twelve states. They represent the work of the following agencies: local boards of education, private survey firms,

taxpayers' associations, U. S. Office of Education, and schools of education and extension services of several universities.

The accompanying scattergram shows the percentage of error in the forecasts as compared with actual enrollments. Had schools been constructed solely on the basis of estimates of future enrollment, with the wide margin of error indicated in the

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table, a gross error of overbuilding would have resulted. A small error of forecast resulting from a misleading assumption at the outset tends to multiply itself on paper over the length of a forecast. It does not follow



LEGEND A Population trend projection

- Population estimated from multiple factors
- Projection of enrollments and births

that an equivalent error accumulates in the actual construction of school buildings.

In most of the surveys reviewed. clear statements are made of the qualifications with which their longerterm forecasts must be accepted. School systems customarily have constructed only enough classrooms to accommodate the enrollment anticipated when the building is completed. These projects sometimes contain facilities other than classrooms that would permit later expansion of the school plant to meet larger enrollments. The elapsed time from a decision to build until initial occupancy is only about two or three years, and the probable error of forecast for that time with respect to an estimate of classroom capacity need is not daniaging.

Four Functions

Enrollment forecasts, especially for particular attendance areas, serve at least four other essential functions. They help to anticipate needed school sites. They indicate the probable extent and timing of peak enrollments or grade enrollment changes that call for flexibility of the school plant. They show where substandard buildings may be discontinued during periods of declining enrollment. They predict to some extent the volume of school building finance that should be anticipated. For these purposes a wider range of probable error of forecast may be tolerated.

An ,enrollment forecast is an evaluation of various local factors that cause enrollment changes from year to year: the number of births to resident parents, migration of families with children, new housing developments, retardation and dropouts, and attendance in non-public schools. The assumption is that these factors will react through the years in a predictable way based on past experience and knowledge of established plans for future development of the community.

Three Divisions

In order to compare the reliability of different techniques used to predict enrollments in the 31 school building surveys, the techniques were divided into three categories. Since many of the surveys contain several forecasts for successive intervals of time, the terms "forecast" or "pre-

diction" are here taken to mean one of many out of a series to be found in a survey. The chart demonstrates the error of forecast for varying lengths of forecast, under each of the three categories.

First Category

Population Trend Projection: The first step in this technique is to secure a total population forecast on some

tiple Factors: This procedure is similar to the population trend projection technique described above except that the estimate of future population is based upon community factors as well as census reports. The usual method is to estimate the number of families residing in the community from gas and electric meters, telephones, water meters, and the like; or to estimate population

TABLE 1 [41 predictions in 9 surveys]

	Number overestima	ted 35			
	Number underesting	nated 6			
Length of Forecast	Number of Predictions		Range of Error of Forecast—Percentage		
(Years)		Low	High	Median	
1-5	17	0.1	32.7	6.2	
6-10	13	0.4	62.9	7.0	
11-18	11	7.6	153.3	31.9	

basis of past population trends. For example, the average annual increase of the previous ten years may be applied to the present population to arrive at a total population estimate for the following year or years. (The U. S. Census Bureau has developed formulas for modifying the estimate of average annual population increase.)

trends from utility installations, transportation fares paid, school census, and so on. Estimates are sometimes obtained directly from public utility companies which have devoted a great deal of research to perfecting and evaluating these techniques of population forecasting.

To the total population estimate obtained by this method is applied a

TABLE II [28 predictions in 13 surveys]

	Number overestimated	16		
	Number underestimated	12		
Length of Forecast	Number of Predictions	Range of Error of Forecast—Percentage		
(Years)		Low	High	Median
1-5	12	8.0	61.5	9.9
6-10	13	2.3	63.3	47.0
11-20	3	9.6	20.0	•

From this total population forecast for the community is derived an enrollment estimate by means of a ratio based on past experience: e.g., average ratio or trend in ratio of school enrollment for ten years back.

Reliability of this technique is shown in Table I.

Second Category

Population Estimated from Mul-

school enrollment ratio similar to that used in the population trend projection technique of forecasting.

Reliability of the multiple factor technique is shown in Table II.

Third Category

Projection of Enrollments and Births: Without estimating total population, there are several methods of enrollment projection derived wholly from enrollment and vital statistics. These methods weigh known factors such as annual resident live births and enrollments by grades according to survival ratios based upon past experience.

Reliability is shown in Table III.

Variations

Although the foregoing classification of techniques is convenient for purposes of comparison, each survey has its individual variations of method and emphasis. Many surveys contain spot maps of pupil residence, maps of dwelling unit changes, and an analysis of potential land usage. Forecasters usually make a judgment modification of their statistical predictions before announcing their conclusions.

Essentially, running through the categories described above are three

birth ratio, because it highlights the dramatic increase of postwar births. By this approach, resident annual live births are projected to the kindergarten five years later, the first grade six years later, the second grade seven years later, and so on, in the same percentage ratio as was found to prevail in the past. It does not matter if the area for which births are recorded is not coterminous with the school attendance district, provided it is representative. The enrollment to birth experience ratio allows for all factors of net migration, parochial school attendance, and the like, provided they remain in a constant relationship.

One special adaptation of this technique is the projection of the sum of enrollment for several grades based upon a ratio to the sum of births for a corresponding number of appropria

births for each grade separately or a group of elementary grades collectively.

There are also several types of experience ratios that make use of total population estimates. The ratio of enrollment to total population observed in the past and with due allowance for trends may be projected. Youth population so estimated must be corrected for non-public school attendance. The estimation of enrollment directly from total population predictions has not been used as frequently in recent years because the ratio was found to be variable, but this ratio has the advantage of reflecting community factors not indicated by births and past enrollments

Census Enumeration

The school census is often relied upon to tell the percent of non-public school attendance, the proportion of older youth who are out of school but potential enrollees, and the number of four-year-olds and five-year-olds about to enter school the next year. The school census has been widely discredited because the enumeration of preschool children is almost never exact. Nevertheless, forecasters usually quote a local school census if available insofar as it indicates trends.

There has been a recent tendency to experiment with new census techniques that will forecast the family structure to be anticipated in new dwelling units, that will appraise migration trends, etc. One recent school building survey census card of this kind records type of dwelling unit occupied, year of occupancy, ages of family members, and school plans for children. There is a slowly growing body of such information, especially in current surveys of suburban communities having new large-scale housing developments. which may prove to have considerable future value.

The U. S. Census is customarily the basis for total population estimates. School surveys have not yet made extensive use of the census for predicting the school enrollment that may be anticipated from a given type and quantity of dwelling units.

Wider Area Comparisons

Surveyors seldom rest their conclusions on community factors alone.

TABLE III [16 predictions in 9 surveys]

	Number overestimated	1 10			
	Number underestimate	ed 6			
Length of Forecast	Number of Predictions	Ra For	Range of Error of Forecast—Percentage		
(Years)		Low	High	Median	
1-5	13	0.4	22.7	7.7	
6-17	3	53.6	198.3		

key methods of reasoning: experience ratio, census enumeration, and wider area comparisons.

Experience Ratios

An experience ratio assumes that certain measurable relationships observed in the past will continue to be true in the future. Several different types of experience ratios appear in published surveys. These depend upon the statistic, usually births or total population, deemed to have a constant relationship to enrollment. A ratio is usually computed for ten or more previous years and a judgment as to the dependable ratio percentage is reached by averaging or otherwise.

It is of interest to a person analyzing the reason for errors of forecast to examine in some detail the more common types of experience ratios. The most popular experience ratio of recent years is the enrollment to

ate prior years. In this method an overlapping or moving scale of years is used. The forecaster should guard against small errors in such ratio trends due to births being recorded by calendar year and enrollments by school year.

Retention Ratio

Another type of experience ratio is the retention ratio. After an enrollment for a beginning grade, usually the first or second grade, of an elementary school has been established by the previously described enrollment to birth ratio, this block or class of pupils is carried forward through subsequent years by a series of retention ratios established for each grade. The grade retention ratio is a percentage determined on the past experience of the community with retention from grade to grade. Alternatives to the retention ratio are to apply experience ratios based upon They have many methods of applying outside data, for example, wider area trends in birth rate, school enrollment, urbanization, population age, and the like. The advantages of assuming a wider area influence have been authenticated in predictions by public utility and other commercial concerns.

A variation of wider area comparisons is to reason by analogy that similar localities will follow similar patterns in their growth and development. Despite similarities between like communities, however, each will have certain distinctive characteristics which tend to invalidate the comparison. A safer application of analogous reasoning is to say that a community is likely to be drawn in the same direction as surrounding communities.

Conclusions

The reliability of enrollment forecasting cannot be judged solely by the percentage of error of forecast. According to the democratic principles of home rule and local initiative, each community is expected to build in terms of the educational and community program it accepts at the pace it desires and can afford. When a district faces the necessity of new school construction it is dealing in futures, the opportunity to introduce desired improvements in the educational program, the practical consideration of debt service, and the longrange development of the community. These considerations will weigh as heavily in the determination of school building need as any estimate of enrollment.

Nevertheless, an estimate of future enrollment is inevitable. There is an urgent demand for the best engineering skill in predicting where the future pupil population will reside and attend school. At present three causes of local school building need predominate: the mounting backlog of needed modernization that has accumulated since the early days of the war; the population shifts to which school construction has not been adjusted because of labor shortages and higher costs; and the rising tide of births that soon will be approaching the doors of the nation's elementary schools. From an examination of published surveys, and comparison of enrollment forecasts with actual enrollments, several observations may

be drawn with regard to the reliability of enrollment forecasting methods used in determining the extent and timing of these needs.

Reliability Factors

A great deal of emphasis should be placed on compiling accurate source data. Much of the past error of forecast was due to the unscientific methods of estimate required to establish basic information. Sustained cooperation of school districts with the Census Bureau, Boards of Health, Planning Commissions, Housing Authorities, etc. should be sought in order to have a continuous flow of reliable source data assembled for areas coterminous with the school district

Nationwide or statewide statistics are not predictive of plant capacity requirements for a particular locality. Wider area comparisons are valid only in the most general sense. At time of steady increase in national and state enrollments, one community may double its enrollment while another experiences an enrollment decrease.

A direct relationship appears to exist, especially in larger cities, between school buildings and housing distribution. Lack of research on this relationship precludes the possibility of clear definition, but observations of many communities lead to an inescapable conclusion that school plants ultimately serve housing areas.

Enrollment forecasts, as is often stated in published school building surveys, are not dependable for determining the size of building projects much beyond the elapsed time from the initial decision to build a school plant to the first year of occupancy. Analysis of error of enrollment forecast indicates a sharp increase in probable gross error after the first five years from the date of forecast.

Population Base

Although none of the three techniques was found to be clearly superior in terms of gross error, forecasters are in extensive agreement that some basis of total population estimate should be a basic consideration in enrollment forecasting. Even the surveys that based enrollment forecasts on birth data and past enrollment trends used a population estimate as a check on their final en-

rollment estimate. The use of a population base allows for general community tendencies in industry, housing, etc.

Several pitfalls are noted in the surveys which were reviewed. Where birth figures alone are used to forecast enrollment there is a tendency to overestimate if the birth rate is abnormally high and to underestimate if the birth rate is abnormally low in a given attendance area. Surveys often have not allowed for economic tendencies such as doubling up of families or areas where vacancies or demolition may be expected. Failure to recognize or to judge correctly the trends inherent in the experience ratios, whether applied to births or total population estimates, may account for errors of forecast. Cities have tended in past surveys to overestimate elementary enrollments and to underestimate high school enrollments.

Continuous Program

A continuous forecasting program is preferable to the usual one-time survey. Its purposes would be: to inform the public, which must decide upon capital expenditure; to improve local experience in weighing economic trends, housing trends, and population shifts; to recheck all previous assumptions at the time of making building decisions; and to permit revision of long-range plans.

In a city of a size which requires forecasts by segments of the city for determining its building needs, the policies for plant utilization, transportation, attendance boundaries, etc., should be as flexible as possible in order that the size of forecast planning district may be at a maximum. The evidence shows that reliability improves with increasing size of area used in making a forecast.

Highly specialized skill is required in tailoring techniques to fit the local situation and making the necessary judgment decisions. State departments of education and the field divisions of teachers colleges can render a major economic service by the training and guidance of qualified personnel. Since the decisions involved in a school building program call for the expenditure of considerable sums of money, a preliminary investment in obtaining the most reliable enrollment forecast is entirely justifiable.

A MONG the many problems confronting school principals, superintendents, faculties and boards of education is that of keeping the school buildings clean and free from pencil marks, drawings on walls, carvings on desks or chairs and other defacing. Several methods have been tried to erase and prevent these acts of disfiguration of school property.

Some of the marking on walls and desks is accidental. Even so, the damage is there, and the surface looks as bad as if it were intentionally done.

Defacing of school property also occurs through carelessness. If students, while passing from classes, hold pencils with the points toward the walls, they are likely to mark the walls. This is carelessness. It may also be accidental, but there is a difference between accidents and carelessness.

Some defacing of school property is deliberate and willful. Any student body has a few members who are bent on destruction, simply for the sake of destruction. That kind of thing goes on outside of school, so it is realistic to expect the same behavior patterns in school.

These are the three main types of students who cause housekeeping difficulties for school administrators. The students who willfully destroy property are the most difficult to deal with, though by no means should the careless student be ignored.

The cost in man-hours and materials for removing unsightly marks from school walls and furniture is stupendous. This is especially true in an old building, where there has been an accumulation of defacing. In addition to the cost in labor and materials, it creates an attitude of indifference on the part of the student body. If the school is disfigured, they reason, someone else will fix it. It also prohibits the development of the attitude that the building belongs to the students, since someone else takes the responsibility for keeping it in good repair. There is also little opportunity to develop a feeling of pride in one's own property.

A Case in Point

The Du Quoin Township High School building was constructed in 1906, and an addition was made in 1928. Needless to say, a building of that age requires constant improvements if it is to be livable.



Senior girls post reminders to fellow students to keep walls clean.

Care of School Buildings

For years the building was neglected, with the result that it deteriorated to a state of bad repair. The walls had not been painted for years, and were dirty, dingy and cracked. The floor was oily and dark. The classroom lighting was poor, and the halls were like dungeons. The varnish on the woodwork was scratched.

Three years ago, Principal R. P. Hibbs and the board of education undertook the job of rejuvenating the building. They began by giving the classrooms a general overhauling. The walls in each room were painted in fresh, new colors. The floors were sanded and varnished, and new green chalkboards were installed. Some of the floors were covered with asphalt tile.

In the halls the walls were replastered, the floors were either covered or sanded and varnished.

Renovation is still being done around the school. The building, which was depressing and dark, is now a bright and cheery place.

The student body has caught the spirit of cleanliness and orderliness; where before there were marks on walls, carvings on desks and chairs, there are now practically none.

A group of senior girls, having noticed marks on the corridor walls, asked permission to remove the marks by washing the walls. This done, the girls made posters and hung them on the cleaned walls. Since then, no marks have appeared on the walls.

This was followed by a school-wide

D. W. HORTIN

Assistant Principal
Du Quoin Township High School
Du Quoin, Illinois

campaign sponsored by the Student Council. Student Council members made personal appeals to the home rooms, and the Art Department cooperated with effective posters.

Landscaping the Campus

The Du Quoin Township High School building was constructed within a half block of what is now the business district of Du Quoin. The campus is small, and is surrounded by trees, which makes the growing of grass and flowers extremely difficult. The dirt from the schoolyard washes onto the sidewalk after every heavy rain, where it deposits unsightly yellow soil, and leaves the yard full of gullies.

The students made a careful study of the terrain, asked the agriculture department for an analysis of the soil, then fertilized the soil and planted shrubbery along the sidewalks surrounding the plot. Further plans call for planting flowers and grass.

Thus, the care-for-school-property program is producing results, far beyond expectations. There is no doubt that if students are directed properly, they will care for and respect all school property. The most important part of the whole program is to foster the desire to take care of school property. Then the battle is half won.

Editorial Comment On Education in Rhode Island

T. A. SHAHEEN Superintendent of Schools Terryville, Connecticut

DURING the five-year period from July 1, 1943, through June 30, 1948, many events transpired in Rhode Island which had far-reaching effects on education. The teachers' strike reared its head as a weapon to obtain salary increases. Teachers weary of waiting for school boards and local communities to act turned in desperation to teachers' unions. Actual strikes or threats of strikes developed in six cities or towns.

Pressure Groups

Other teachers' groups, capitalizing on the strength of the union threat or encouraged by the success of some teachers' groups, applied pressure for salary increases. For a period of at least a month, front-page articles carried news of teacher successes.

The teachers, favored with a governor friendly to education, made headway in a tremendous campaign to improve their lot, job security as well as pay. Legislative acts followed in quick succession. Legislation setting a minimum wage of \$1,200 was adopted. A contributory pension system was established. Tenure for teachers was assured. A tremendous outpouring of the state's teachers to the capitol buildings served as a powerful lobby to insure the passage of the \$600 salary grant to teachers.

Opportunities Arose

In the midst of all the tumult over salaries, the new Director of Education pressed quietly but somewhat successfully for a reorganization and

strengthening of a much understaffed State Department of Education.

On these outstanding educational issues the newspapers of the state could and did take sides. Seldom within a five-year period had the newspapers of Rhode Island such clear opportunities to editorialize on education.

Study Picture

A study was made of every editorial and editorial cartoon on education in each of the six Rhode Island daily newspapers during this period.

In addition, questionnaires were sent to the editorial writers and to the superintendents, to get a picture of school-press relations.

Findings

Within this five-year period, the Rhode Island papers carried 593 editorials on education—only 1.7 per-



"This makes the third time this week you've kept me after school, Miss Jones! Couldn't be you're putting your overtime dough into U. S. Defense Bonds?"

cent of editorials on all subjects (34,-995). An earlier study of 25 metropolitan newspapers* showed an editorial interest in education of 3.5 percent, or slightly more than twice that in the Rhode Island press.

Cost of Education

From the analysis of the editorials on education and from the replies to the two questionnaires it was possible to draw a few general conclusions. It was clearly evident that the editorials were chiefly concerned about education from the standpoint of costs. There was little opposition to education as such. The desirability of good education found staunch support on the editorial pages. The value of good teachers was stressed; the need for good buildings was pointed out.

All these and other phases of education were supported in principle by the editors, until it came to the question of financing. At this point support practically disappeared.

Nowhere on the editorial pages of the Rhode Island newspapers from July 1, 1943, through June 30, 1948, was there a concerted effort to convince readers of the need to spend sufficient money to obtain worthwhile education and educational facilities for the children.

There was a disturbing absence of a crusading and an aggressive spirit in the cause of education. Only one newspaper carried a series of editorials giving strong support of good education.

Challenge Press Relations

The editorial writers replying to the questionnaire threw out a challenge to the administrator and his school board. If better relations are desired with the press, they maintained, the school authorities must inspire greater confidence in the school system.

The editorial writers blamed the school authorities for poor press-school relations. Educators, they claimed, resort to executive sessions of school committee meetings, excluding the press; they do not know what is and what is not news; they tend to be conservative and to fear newspaper publicity; and they sometimes are hampered by politics.

^{*}Foster, Charles R. Jr., Editorial Treatment of Education in the American Press; Harvard University Press, Cambridge, 1938.



THE IMPROVEMENT of the administration of our schools is a continuing problem. It is particularly important in the present period because of the constantly increasing number and complexity of the problems crying for solution. Closely akin to this issue is the basic and continuing preparation of school administrators.

Two years ago, after a long period of investigation and study of these problems, the Kellogg Foundation of Battle Creek, Michigan, decided to make money available for a thoroughgoing program which would seek to improve school administration. Under the sponsorship of the AASA, the CSSO, and the division of county and rural area superintendents of the NEA, money has been allotted to eight regional institutions of higher learning. Special staffs have been organized, programs outlined, and studies are now under way.

Because of the importance of these undertakings and the interest in them, The School Executive has asked a group of educators who are closely associated with this national movement to take our readers behind the scenes and describe and analyze these projects. You will find their contributions interesting and valuable.

> Sducational Planning

The Cooperative Program in Educational Administration

HEROLD C. HUNT

General Superintendent of Schools Chicago, Illinois and Chairman, Development Committee, AASA

N FEBRUARY, 1948, the American Association of School Administrators adopted a program submitted by a duly appointed planning commission, calling for an intensive nationwide study of the school superintendency with a view to effecting greater professionalization in that position. To initiate this ambitious project, informal conferences with leaders in the ranks were held to plan the framework within which to pursue research. It soon became evident that interest was universal, but also manifest was the hope that truly significant achievements would result. The Association had committed itself to a task of giant proportions.

It was immediately recognized that the project, if it were to be of value to school administration, must include administrators on all levels—local, district, county and state. Because an alignment of all forces was necessary, the AASA sent invitations to the National Association of Chief State School Officers and to the National Conference of County and Rural Superintendents to participate in the study.

The response being prompt and enthusiastic, a committee was quickly selected: Finis Engleman, Commissioner of Education for the State of Connecticut, was named to represent the National Association of Chief State School Officers; John Carroll, Chairman of the Department of Education of Texas Technological College, and Roland McCannon, Superintendent of Community School District Number 302, Kaneville, Illinois, to represent the National Conference of County and Rural Superintendents; and Lawrence Derthick, Superintendent of Schools, Chattanooga, Tennessee, and Herold C. Hunt, General Superintendent of Schools, Chicago, to represent the AASA. The incumbent president and executive secretary of the AASA were also named to serve on the committee.

Even before the committee began to function, the financial aspects of the project confronted the planners as a formidable problem. The AASA could not defray the expenses involved in an undertaking so extensive in scope and character. With its history of more than 25 years of outstanding contributions to the improvement of American life, the W. K. Kellogg Foundation of

Battle Creek, Michigan, was sought for assistance and advice. The Foundation immediately agreed to cooperate in surveying the problems of administration in a series of regional meetings—in Chicago, San Francisco, Fort Worth, New York City, and Atlanta—during late 1948 and early 1949.

Many Questions

Many questions were raised at these regional conferences.

- What areas of knowledge and what techniques are necessary to equip the superintendent for the role of community leader, of one who would not only develop schools but would help build a better community?
- How can the superintendent become an educational statesman?
- What can the superintendent do about the manifold and varied demands made of him, duties ever multiplying with the growing complexity of current life?
- How can the superintendent learn to delegate responsibilities?
- Once determined, how can local philosophies of administration be made the concern of the entire school system and the community?
- How can the superintendent earn and maintain the confidence of his staff, of his board members, of parents, of community organizations?
- What is the responsibility of the superintendent to other governmental divisions?
- How can the superintendent determine, establish, and foster an appropriate balance and unity among the various functions of education?
- What measures can be taken to define and encourage professional standards of service?
- How can the superintendent accurately evaluate the schools?
- What are the requisites of satisfactory relationships with the press, with political and pressure groups? How can these relationships be employed for the benefit of the schools?
- How can the superintendent most effectively resolve problems dealing with recruitment of teachers, accredita-

tion, certification, in-service training, promotion of staff members, evaluation, transfer of teachers, professional standards, improvement of instruction, school finances, and building programs?

Areas of Concern

In all, more than 130 areas of concern were identified. They were finally grouped in categories as follows: the role of the superintendent; the superintendent and his job; the superintendent and his relations with the public, the board, and his staff; administrative personnel; teacher personnel; the superintendent and the curriculum; the board of education; reorganization; and finance.

The five regional conferences financed by the W. K. Kellogg Foundation were of immeasurable value in thus pointing up and shaping the study. With focal points established, research could proceed along clearly established lines. It was decided that colleges and universities concerned with the training of teachers and administrators should be enlisted in the program. With the vigorous support of Dr. Hugh Masters, Educational Director of the Kellogg Foundation, and Mr. Robert VanDuyn, his associate, expressions of interest were elicited from educational institutions throughout the United States. These institutions were asked to develop programs dealing with the selection, training, and upgrading of school administrators in the previously identified areas of responsibility and to indicate how, over a five-year period. the problems could be attacked.

The institution's competency to deal with the issues, as revealed in its past record of performance and accomplishment, and its willingness to utilize its professional and financial resources, were also taken into consideration.

Suggested programs came from every section of the United States. After evaluating all the proposals, the Foundation staff and the committee finally approved the establishment of eight regional centers: Teachers College, Columbia University; Harvard University; the University of Chicago; George Peabody College for Teachers; the University of Texas; the University of Oregon; Ohio State University; and Leland Stanford University.

Professional Approach

Where centers have been established and foundation funds allocated, a competent professional approach has been made to determine the role of the educational administrator; the requirements in selection and preparation for entrance into the profession; standards of eligibility for admission to administrative training; effective measures of cooperation with professional, lay, and government agencies for the promotion of recruitment programs throughout the nation; ways of financing the professional education of individuals selected for training in administration; the importance of an internship program, its feasibility, and potentialities; the place of the graduate school in the total enterprise; the number of administrative positions in the nation's schools, annual turnover, and anticipated expansion. Areas of special studies

emphasize the relationship of public education to other public and private agencies that affect the school or are affected by it, the kind and extent of in-service education currently in practice and procedures whereby in-service training may be improved, means by which an administrator may keep abreast of developments within the profession, the reorganization of local districts along more effective lines, improved provisions for financing education, the strengthening of public relations, and the role and functions of school boards.

The Cooperative Program in Educational Administration thus connotes a comprehensive study of school administration and the school administrator. Encouraged by the support of one of the nation's great foundations, the CPEA during a three-year period of research will reach every school administrator on the local, county, state, and national level; every board or commission which directs administrative activity through policy formation; and the lay public. That this study has been undertaken, that it has been conceived within this detailed framework, and that it has been accorded the financial backing of the W. K. Kellogg Foundation are sources of satisfaction to all who look upon educational administration as a tremendously important profession requiring clarification and improvement.

Slow, Painful Development

Through a slow and painful development, the position of superintendent of schools has advanced in a little more than a century from a relatively lowly to a most significant place in American life. The superintendent today is the chief school executive responsible for every aspect of administration. The tendency is to burden him with more and more responsibility. He is called upon to administer efficiently a budget frequently running into millions of dollars; he is charged with the selection and improvement of teachers; he is held accountable for what is taught and the way it is taught; he is looked upon as the professional adviser of a policy-forming body; he is designated as a civic leader.

The role of the superintendent of schools is complex. A study which will bring about greater understanding and appreciation of the many facets of the superintendency, greater confidence on the part of both administrator and layman, greater realization of the significance of the school leader's function in the community, and greater efficiency in administrative performance is sorely needed. The Cooperative Program in Educational Administration seeks to do all these things-to examine the superintendency, to determine ways in which better superintendents may be selected and trained, to establish procedures by which the position may continue to grow in importance and usefulness. The project is challenging and deserves the encouragement and support of administrators everywhere who feel it their obligation to carry forward these cooperative efforts, not just for the next few years but for as long as school executives administer to the needs of girls and boys and the communities which collectively form the United States of America.

A Superintendent Looks at the CPEA

L. G. DERTHICK

Superintendent of Schools Chattanooga, Tennessee and

Member, Development Committee, AASA

A HIGH SCHOOL girl, voicing the sentiments of her classmates, once told her teacher, "Mrs. Parrott, we wouldn't mind doing the right thing if we knew what was the right thing to do."

The Cooperative Project in Educational Administration has for its purpose the refinement and improvement of pre-service and in-service training programs for school administrators, that they may more readily find the right thing to do, using the best of available resources as they discharge the duties of office in an increasingly complicated position of community-wide leadership.

Less and less will school administrators just happen; they will be discovered and selected and will undergo long periods of systematic pre-service training with internships. Immediate access to national, regional, and state resources will assure their continuous in-service growth. Related forces and agencies involved in the work of the administrator will not be overlooked in this broad attack on the problem of improving leadership in education.

The project was initiated through five conferences attended by representative county and city superintendents, professors of school administration, and members of state departments of education from all over the country. From these conferences of practitioners in the field came concepts of educational leadership and ideas about major problems of school administration. More important were their suggestions for a program of action.

Far-Reaching Results

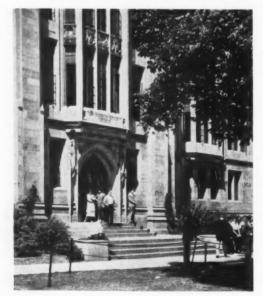
The grass-roots approach had far-reaching results, among which not the least important was the creation of a general attitude of expectancy, so that there was a fine response to each succeeding step, taken as rapidly as possible under the compulsion that no time was to be lost.

A developmental committee was appointed, composed of representatives of the sponsoring organizations. Planning sessions were held with the educational division of the Kellogg Foundation. Policies were developed; and then, after painstaking efforts involving nationwide investigation, pilot university centers were selected on the basis of comprehensive study and discussion. It is the task of these pilot centers to stimulate and coordinate all forces and resources in their respective regions for the invention and extension of better ways of recruiting and developing school administrators and contributing to better solutions for the problems which they face.

Cooperation is the Key

As the pilot centers organized for action the significance of the word "cooperative" in the name of the project became increasingly apparent. Here was indeed a plan which did not depend upon just a few but anticipated a concentrated attack on the problem at hand by all. While the pilot center is concerned with stimulation, coordination and also communication, all other institutions in the region have responsibilities for initiating plans and action and of sharing resources.

Superintendents are being enlisted to contribute problems, supply solutions, aid with pre-service training, and



The University of Chicago-one of the eight pilot centers.



Less and less will school administrators just happen; they will be discovered and selected and will undergo systematic pre-service training.

furnish laboratories by making their school systems available for study. State associations of school administrators and school board members are sharing in the responsibility. Colleges of education have enlisted the aid of other faculties and disciplines. New types of workshops and drive-in conferences are being invented. Faulty methods in the use of consultants are uncovered and remedial measures are taken. Saturday courses for superintendents are being designed around particular problems, such as the superintendent's place in curriculum development, personnel administration, finance or the like. A program of intern training is being established. Field assignments are made for mature, experienced graduate students who are prospects for the new superintendency. These interns have a distinct contribution to make to local school systems, as they themselves obtain experience and know-how.

Cooperation extends to every field and area and includes associated centers involving individual school systems which have particular problems related to the project for special study. Every problem with which school administrators are coming to grips these days is approached so that new competencies may be developed for dealing with them. This includes the whole field of community relations and lay participation. Forces and factors which cause communities to act and react as they do are being investigated. Procedures are evolved whereby school administrators may be aided in pulling together techniques used successfully in dealing with community problems.

Major emphasis is placed on giving wider application to the research resources of universities in developing training programs for school administrators and in helping them with their immediate problems. Answers are being sought to such questions as how to establish in the minds of the people the great importance of school board membership; finding good methods for conducting school board meetings; recruiting and certifying administrators, including principals and supervisors; school district organization; strengthening state departments and state boards of education; and considering the competencies needed by teachers of educational administration.

Spontaneous Evaluation

At the latest developmental committee meeting, after all pilot centers had reported on organization, procedures. processes, and progress, one member informally reviewed the implications and promises of the project as revealed by these reports. The evaluation was spontaneous, and pointed up the following highlights: All centers had evidenced a high level of sincerity, seriousness, openmindedness, and response. All were deeply conscious of the significance and importance of the undertaking and seemed to be reaching out in every direction to make it a success. There was much encouragement because of the breadth and scope of participation. Great emphasis was placed upon the social nature of the venture. Each one recognized the essential position of research. It was clear that the project was taking tangible shape and that all centers were getting greater clarification and broader perspective each step of the way. Every center recognized its trusteeship for its region in the sense that all other institutions are considered an integral part of the program. Finally, it was stressed that each one wanted to see the project go ahead indefinitely for a continuous program to achieve the highest quality in educational leadership.

Proof of the Pudding

L. D. HASKEW

Dean, College of Education University of Texas, Austin

Chairman, Executive Committee University of Texas CPEA

THE proof of the pudding is in the eating. Each of the eight centers of the Cooperative Program for Educational Administration has committed itself to that principle—that its success is to be evaluated finally in terms of the actual improvements that occur in the practice of school administration.

The centers are re-examining both the content and the science of school administration. They are attempting to produce a climate more conducive to good school administration in their regions. The administrator himself is being analyzed—as a person, as a technician, and as a leader. Programs for selecting and preparing beginning administrators are being devised, tried out, and evaluated. A host of activities designed to discover the in-service growth needs of administrators and to produce the means for meeting those needs are in progress, or will soon be under way. Long hours are being devoted to deliberations on how all these ingredients may be combined to produce a new level of administrative leadership and professional education for administrators that will equip them for such levels of leadership.

However good the recipes may be, they will not bring about better administration of our schools unless they are used. There are at least five ways in which the CPEA centers may promote the actual application of their formulas in the field of education.

Five Ways

First, the centers may activate and place on a permanent footing machinery through which the problems connected with administration and the preparation of administrators may be studied and attacked on a continuous, long-term basis. The Southeastern Center, for example, has devoted major effort to the formation of state committees on school administration, federated into a regional planning group. These units should serve not only to disseminate know-how, but also to stimulate continued interest in and attention to the problem of educational leadership.

Second, the combined experience of the various centers may be translated into criteria for university programs designed to educate administrators. A voluntary national agency, such as the proposed Council on Accreditation for Teacher Education, may be charged with the responsibility for continuous work on the establishment of standards and for promotion of their application. A proposal of this character is already being studied in the Middle Atlantic Center.

Third, the centers may promote the establishment of inter-communication and cooperation that will continue for many years to come. Inter-communication between colleges in a region, between a college and its graduates, between university faculty and public school personnel, between school administrators themselves—all these distinguish present operating procedures in CPEA centers. If these patterns can be continued and expanded, practice can be affected.

Fourth, participation in project activities can result in changes by individuals, by school systems, and by colleges. It is quite possible that such more-or-less incidental changes will prove to be the greatest legacy left by the entire CPEA program. "I enjoyed serving as an advisor on in-service needs of administrators," writes a superintendent. "And, as soon as I got home I read that book Superintendent James referred to—the first such reading I have done in years. Thank you." In one region 35 colleges are each trying out one little "improvement" in their basic preparation program for administrators. They may not prove much, but they will make changes in the general direction of improvement.

Fifth, the centers can go far beyond the norm in communicating what is learned to those concerned. New channels for communication must be opened up and used, new applications of media must be developed, new efforts must be put into the communication job. This is a major challenge to each of the centers and to all those who would close the gap between knowledge and application of that knowledge.

Thus, the CPEA program can not only find out; it can find the way in. Only as it finds the way in to practical realities can it be said to have made its full contribution toward better administration of our schools.



North Side Senior High School, Fort Worth, Texas

A large part of the community life revolves around the school.

Educating the Educators

LEE M. THURSTON

State Superintendent of Public Instruction Lansing, Michigan

President, Chief State School Officers, 1951

THERE is a growing American belief that one of the foremost needs of these times is the development of truly superior educational leadership in the communities. Particularly since the first World War, there has been a drift of governmental and social controls toward summits of state and national life, while the authority exercised by the people in the local communities in the management of their own affairs has correspondingly diminished. To be sure, education has conspicuously resisted this general trend toward centralization. But observers are nevertheless often disquieted by visions of a creeping debilitation of community action and enterprise. There is therefore a widespread feeling that the invigoration of community life should be made the object of a revival of effort, with whatever consequences may attend the reas-

sertion of local responsibility in social, economic, and political affairs. Thus it follows that there is growing sentiment for the cultivation of comprehending and courageous leadership in the management of local affairs, among which education stands in the forefront.

In the American town and village, both sustained by surrounding open country, and indeed in our cities as well, a large part of the community life revolves around the school. The school can and should be a versatile agency in the maintenance and improvement of culture, and generally it is. In many an American community, the superintendent of schools is the most influential person in the development of culture. The health and vigor of community life may depend more on him than on any other person, and the process of educating the school ad-

ministrator for his duties and responsibilities is therefore a fateful matter.

A Case in Point

How is it done? One must be careful not to overgeneralize. Superintendents of schools are prepared in many ways in many different institutions by experiences of enormous variety. But let us examine a particular and not uncommon case. A community board of education names as its superintendent a personable young fellow who, as athletic coach, showed impressive personal qualities. Superintendencies have been filled that way more than once. So the young man takes over and does his best. Early in this new career of his he attempts to make good some of the earlier defaults in his preparation, which had been designed to develop his competence in athletics and physical education rather than in school administration.

Accordingly, he goes to summer school and takes courses in education, including some in educational administration, intending to get the master's or perhaps a more advanced degree. His summer school work may comprise almost his only university contact. The state department of education reaches him more often during the school year. It touches his professional life by correspondence, bulletins, conferences, and visits, usually dealing with the practical aspects of his daily work. Unlike the university, the state department of education exerts upon him essentially an administrative, rather than a growth-producing, influence. Rarely does he read a classic in the field of school administration.

When he reflects upon his duties and problems, it is likely to be for the purpose of finding the easiest and quickest way out of a difficulty. Thus he has embarked upon his administrative career with less than the full array of competencies that education could supply, and whatever he may add he has to gather as he runs. And as for the opportunities for his cultivation, there is thought here, and action there, but little has been done to give promise that the "twain shall meet."

Preparation For Reality

No one supposes that our system of higher education has contrived the ideal way to make an effective leader out of such a person, or, indeed, out of the administrator-to-be who makes up his mind early and gets his doctor's degree in school administration while still in his twenties. Conventional university effort is still too frequently estranged from life in the communities. While doing a fine job of teaching theory, universities are sometimes dominated by habits of thought and operation that tend to insulate their students and faculty members from the tests of reality which are ever-present in the school administrator's life. Men quickly transplanted from the atmosphere of a university into the more bracing climate of community action do not always do well in their new environment.

It is not that the university conveys the wrong message, but rather that it does not tell enough of the story.

The minor vexations and distractions in the life of the school administrator, the accommodations that are asked of him, the resistance of contrary or lesser minds, the pressures that are brought to bear to get acquiescence to inferior solutions, the difficulty of finding the way straight to the heart of a tangled problem—it is such trials as these, which are constantly taking the measure of the school administrator, that a university education does not always prepare its student to surmount.

No Answer Here

The reader who searches this article for an answer to the question of how the university can supply this preparation will look in vain. It is a problem that has baffled university teachers and administrators for many years. The same problem, mutatis mutandis, besets the planning of educational programs for other public functionaries, hospital administrators, municipal administrators, and indeed the entire catalog of administrators in the multifarious governmental and near-governmental fields. Part of the answer may be found in the association of learning and action through the internship and externship, in which an administrator-in-training divides his effort between job and campus, and knits into his life at one and the same time the experiences and counsel of the job relationship and the spiritual and intellectual elevations imparted by the university.

There is, therefore, reassurance to be found in such efforts as are being made by the universities associated with the Kellogg-supported cooperative program for school administrators. These affiliated universities, and others as well, are breaking new ground in their efforts to develop a program for the intimate interplay between thought and action.

University Needs Partners

In the education of the administrator, the university needs partners. One partner of hitherto unmeasured influence is the state department of education. The department, like the university, has an obligation to cultivate and guide community school leadership. If all departments have not been found equal to this responsibility, the reason is to be found partly in the fact that many are overburdened and underfinanced, and in such a situation a department will naturally concentrate its energies on the performance of its legal duties and fulfill its creative functions with whatever it has left over.

There is reason to hope that better days are at hand. One of the remarkable phenomena in American education over the last ten years has been the professionalization of state departments of education. More and more, these departments are supplying creative leadership in the development of professional administration. The state department of education, like the university, has yet to find its true place in this important educational field. It is very likely that in the years to come, the university and the state department of education will develop a useful working relationship to promote effective preparation of school administrators.

The Goal: Better School Administration

HUGH MASTERS

Educational Director

ROBERT VANDUYN

Associate Director Kellogg Foundation Battle Creek, Michigan

A KELLOGG FOUNDATION grant may make it possible for persons, institutions and agencies to create new ideas and explore their usefulness. However, neither the CPEA nor any other Kellogg Foundation supported project can in and of itself bring about better administration of schools. The hope is that the Cooperative Program in Educational Administration will help to create a situation whereby both those who are responsible for the preparation and continuing education of school administration and the practitioners in the field can make significant changes in the administration of schools.

The Foundation's support of the CPEA project is based on the assumption that there are already potentially many good aspects of educational programs for school administrative personnel and that, therefore, it should be possible further to improve school administra-

The project is also based on a concept that the growth

of people can be affected by systematic study and planning; it is also based on a concept that the people directly concerned should be involved as completely and democratically as possible in making these changes. Therefore, from the very beginning the Foundation has actively sought the vigorous support and involvement of the AASA, the chief state school officers, the county superintendents, and institutions of higher learning.

Administrators' Jobs Are Changing

The jobs of school administrative personnel are constantly changing, making new and varied demands on their skills and abilities. Thus, it is clear that ways and means must be found to regroup and even recast the vast and numerous resources that are both within and without the institutions of higher learning. Ways and means must then be found to make all these resources easily available to administrators at the time and place where



School administrators must be trained to work with individuals or groups without having or exerting final authority and control over them. policy and decisions are made. But, the problem is not only one of discovering and then making available continually changing resources, it is also one of preparing administrators for continuous change. The project can stimulate improvement in the skills and methods of analyzing continually evolving total community situations—the environment in which administrative behavior takes place; and it can create organizational structures and administrative processes appropriate to the constantly changing interrelated elements in the job of the administrator and in the resources he should use.

The project has already stimulated, and we hope will continue to stimulate, greater emphasis on improving inservice education (organized learning experiences for administrators on the job), pre-service education, and the research necessary to these two aspects of the preparation and continuous growth of the nation's educational leadership. In the area of in-service education there is much that has not yet been systematically thought through and tried out extensively enough to give any assurance of a continual flow of organized improved learning experiences for educators in the field.

Three Major Developments

The CPEA project should be instrumental in bringing about three major developments in the area of inservice education. First, it will determine what constitutes a broad practical program, the purposes of such a program and the development of its methods. It would also be concerned with the determination of the kinds of learning experiences that would be needed in order to achieve the desired behavior. It would provide further for the planning of a systematic and continuous evaluation as an integral part of the program.

Second, to carry out an in-service program will require the development of adequate and appropriate organizational patterns. These patterns should involve the use of many resources, both public and private, and an infinite combination of activities all directed toward the achievement of the purpose of the program—the improvement of educational administration. By their very design these patterns should also encourage the integration in the programs of the many resources, particularly the basic social sciences.

Third, there must be developed basic administrative processes whereby an in-service program can be effected. The accumulating evidence seems to indicate that there is unusually great need for work to be done concerning this aspect of in-service education.

Pre-Service Programs

The three major categories of development in the area of in-service education are equally appropriate for preservice programs.

To bring about better school administration, not only must ways be found to use pertinent research that has already been done, but new investigations must also be made. Better school administration will result if these studies are designed so that their practical application

will be an inherent part of the activity, and if all the research efforts are coordinated. The area of public relations (or human relations, as it has often been called) is one in which there has been a continually recurring demand for investigation. The need seems to be for the development of a type of educational leadership that will enable administrators to work with individuals or groups without having or exerting final authority and control over them. With respect to agencies and institutions, the project should stimulate experimentation which will lead to their growth and development without destroying their identity or their individuality. At the same time, a way should be found to make the maximum efficient use of existing agencies and institutions without creating new ones. Furthermore, the CPEA project could be instrumental in the development of educational leadership concerned with the broad problems of human behavior at every level at which educational administrators function, from the total community to the individuals therein. This too will require much study.

Communication: An Administrative Process

One of the most important keys to better school administration is improved skill and understanding of communication as an administrative process. The most difficult problems of the CPEA project seem to stem from deficiencies in this type of skill and understanding. To take only one aspect of the problem; skill in the communication of ideas is greatly needed in the universities among the various disciplines that can make contributions to the improvement of educational leadership; between university personnel and school administrators; and particularly between superintendents and the people in their communities. If through the CPEA project there is widespread recognition of the significance of communication as an administrative process, and even if only a beginning is made toward improved skill and understanding of its use, better school administration should inevitably result.

It has been the hope of the Foundation that the CPEA have sufficient flexibility to permit innovations and originality in attacking the problems inherent in bringing about better school administration. It is hoped that this project, like all others in which the Foundation has engaged, will continue to have an effect in an infinite number of ways long after financial support is discontinued. The by-products, at present undeterminable, will be numerous. Some of the direct results seem obvious: systematic programs of in-service education for administrators on the job, appropriately organized and administered, that will continually prepare them to serve better; a new group of educational leaders equipped to prepare themselves continuously for their ever evolving responsibilities; and a residue of generalizations and principles concerning organizational structures and administrative processes per se. If through the project there will be those who experience the satisfaction of creativity with respect to democratic educational leadership, a beginning will have been made to which there is no end.

COMMUNIQUE

STEEL OUTLOOK

Following the additional 15,000ton steel allotment to the U. S. Office of Education for the first quarter of 1952, DPA Administrator Manly Fleischmann made several significant comments on the outlook for subsequent allocations in procurement of steel after the allocations have been made.

"It is my judgment that we will be able to support the elementary and secondary school construction program in the second quarter at approximately the same level as we have done for the first quarter," he pointed out. "For the balance of 1952, on the assumption that there will be no major change in the military program, it is my judgment that we will be able to continue to maintain steel allotments at this level and that it may be possible to make increased quantities of steel available in the latter part of the year."

Answering complaints with regard to the inability of many school contractors to receive the steel for which they had an allocation, Mr. Fleischmann stated that, as a result of recent actions, a substantial improvement in order acceptance has been reported for all programs with better than 90 per cent of all Controlled Materials Plan allotments finding a home on mill schedules.

A unit has been established in the NPA Iron and Steel Division that will undertake to help manufacturers and contractors to find mill space for their orders. According to Mr. Fleischmann's statement, if a contractor has made reasonable efforts to find a supplier without success, he should report this fact to the Federal Security Agency which will in turn make the infor-

The present national emergency means new adjustments for schools. On this page, we bring you pertinent facts on critical issues and their possible effects.

mation available to Frank McCue, Assistant Director of the NPA Iron and Steel Division, who will offer special assistance in finding a supplier.

STUDY TRIP

A closer association between universities and industry in Britain is being urged by a team of United Kingdom education and technology specialists who visited America on a study trip last year.

Traveling under the auspices of the Economic Cooperation Administration's productivity and technical assistance program, the team studied various phases of the relation of industry to higher education, including research facilities and techniques, courses and degrees required for engineers and scientists, facilities and programs of the universities and colleges, and the attitudes of industry and universities toward each other.

The team members found that America employs nearly three times as many persons educated in science and technology as does Britain. They felt that this fact, as well as the differences in technique and method of education in America, has a definite relation to the difference in the level of industrial productivity in the two nations.

BUS SHORTAGE SOLUTION

School officials can help avert a school bus shortage by adopting a year-round program for purchasing their school buses, according to Edward D. Hicks, Jr., of the Defense Transport Administration.

In a letter to the Office of Education Mr. Hicks gave three principal reasons for this request:

- NPA allocates its materials by quarters. However, more than 40 percent of the school buses sold annually are purchased in the third quarter of the year.
- 2. Manufacturers usually do not produce buses until after they receive orders for them. Therefore, when their inventories show a large quantity of critical materials carried over from the first or second quarter, the NPA might conceivably cut the steel allocations for the following quarters.
- 3. Manufacturers cannot retain needed skilled employees on a year-round, full-time basis unless the demand for school buses corresponds more closely to the allocations of materials—about 25 percent per quarter.

The importance of maintaining school bus production at a high level is seen by the fact that nearly 7 million children are carried each day by school buses and that the number of school buses is greater than the number of buses used for all other public transportation.

RADIO PLUG

The Advertising Council, Inc., which has done much to advertise and promote the NPA iron and steel scrap recovery program, has now asked 35 national advertisers, such as General Foods, Gillette, and DuPont, voluntarily to publicize the scrap program on the air.

SPOTLICHT

NEA Investigates Faculty Dismissals; Pittsburgh Gets Mellon Scholarship Grant; Ten Major Educational Events of 1951; Visiting Professorships for Retired Teachers; State and Local UNESCOs at Work; School Leaders Hold Clinic Workshops

AASA 1952 Regional Conventions

The leadership role of school administrators in U. S. education today is the theme for the three 1952 regional conventions of the American Association of School Administrators, according to Kenneth E. Oberholtzer, superintendent of schools at Denver, Colorado, and 1951 AASA president.

Speakers at general sessions in St.

Louis, Los Angeles, and Boston will discuss Religious Stewardship for Today's Children, The Citizen's Obligation to Schools, The Three R's and Today's Schools, Fundamentals for Tomorroze's Schools, Administrative Leaders for Good Schools, and Great Issues in American Education.

St. Louis

Estes Kefauver, U. S. Senator from Tennessee, will speak on Fundamentals for Tomorrow's Schools at the St. Louis convention, February 23-27. Others scheduled to appear on the general sessions program at St. Louis include Reverend Arthur Miller of the Montview Boulevard Presbyterian Church, Denver; F. H. Trotter, Chattanooga, Tennessee, president, National School Boards Association; Willard E. Givens, executive secretary, NEA; Virgil M. Rogers, superintendent of schools,

Outside left from top to bottom: F. H. Trotter; Willard E. Givens; Henry I. Willett; William F. Russell. Inside left from top to bottom: George D. Stoddard; J. Cloyd Miller; Estes Kefauver; Mrs. John E. Hayes, Middle bottom: Kenneth E. Oberboltzer; Hollis L. Caswell, Inside right from top to bottom: Virgil M. Rogers; William A. Brownell; Robert R. Sears; Clifford M. Kelly, Outside right from top to bottom: Willard E. Guslin; John K. Norton; James B. Conant; Roy Larsen.

Battle Creek, Michigan; and William F. Russell, president, Teachers College, Columbia University.

Los Angeles

At Los Angeles, March 8-12, the general sessions speakers will be Mrs. John E. Hayes, president, National Congress of Parents and Teachers; William A. Brownell, dean, School

















THE SCHOOL EXECUTIVE for FEBRUARY, 1952

















Better School Design Entries Exhibited

More than 100 entries in The First Annual Competition for Better School Design, sponsored by The School Executive, were exhibited in the Russell Hall Library of Teachers College, Columbia University, during the week of January 7-12. The plans, photographs, renderings, and models, made available to Teachers College by The School Executive, are representative of the best school building design in the United States and Canada for the year 1951.

Letters of invitation to the exhibit were sent to more than 2500 school superintendents and architects from Canada to Virginia and from New York to Ohio, in addition to the general announcements and invitations sent to groups and organizations. Visiting superintendents were accompanied by staff members and members of their boards of education. Architects were accompanied by staff members and associates.

The results of the Competition for Better School Design will be announced on February 25 at The School Executive Breakfast to be held at the regional meeting of the

The winners of the two competitions, for Better School Design and for Community Improvement, will be announced in the March issue of THE SCHOOL EXECUTIVE.

American Association of School Administrators in St. Louis, Missouri, and in the March issue of The School Executive.

of Education, University of California, Berkeley; Willard E. Givens, executive secretary, NEA; John K. Norton, director, Division of Administration and Guidance, Teachers College, Columbia University; and George D. Stoddard, president, University of Illinois.

Boston

Speakers for the Boston program, April 5-9, are President Abram Sacher of Brandeis University; Roy E. Larsen, chairman, National Citizens Commission for the Public Schools, and president of Time, Inc.; Robert R. Sears, professor, Harvard University; Hollis L. Caswell, dean, Teachers College, Columbia University; H. I. Willett, superintendent of schools, Richmond, Virginia; and James B. Conant, president, Harvard University.

General Sessions

In commenting on the theme for the conventions, Dr. Oberholtzer stated, "The people of this world are divided in many ways today. Fundamentally, they are divided on the moral and spiritual issues arising from the differences between democracy and communism or Soviet Communism. This division has created many questions . . . about the functions of schools in our society. Leaders and students of societies in general agree that the survival of any modern people is dependent in part upon a program of organized education. Furthermore, the educational program must be appropriate to the aspirations of the people as found in their form of government and in their way of life. This is the thought that we shall be considering in the several general sessions of the regional conventions."

Special Features

Ten all-day "speechless" clinics have been scheduled for each convention. A panel of experts will answer practical questions of superintendents at each clinic. A wide range of professional problems will be considered in 37 other discussion groups.

The Associated Exhibitors have engaged the Municipal Opera at St. Louis for a special presentation of the Rodgers and Hammerstein Musical Festival. At Boston the exhibitors will present the Harvard Glee Club and celebrated New York entertainers. At Los Angeles they will draw from the Hollywood bands and personalities.

Opportunity to meet friends old and new will be provided by an informal hospitality hour at each convention.

One of the major attractions at

each of the three regional meetings will be the exhibit of books, educational materials and school equipment. This year the demand for exhibit space has been so great that only about 75 percent of the applications will be honored.

Awards

The Associated Exhibitors will present the American Education Award for 1952 to Willard E. Goslin, head of the division of administration and community leadership, George Peabody College for Teachers

Theos I. Anderson, superintendent of Community Unit School District No. 2, McLean County, LeRoy, Illinois, has been chosen to receive the 1951-52 S. D. Shankland Memorial Scholarship. This scholarship for graduate study in school administration is awarded annually by the Associated Exhibitors and pays a minimum of \$1,000.

E. E. Oberholtzer, president emeritus, University of Houston, has been elected to honorary life membership in the AASA, of which he was president in 1934-35. AASA President Kenneth Oberholtzer, his son, will present the award to him at the St. Louis convention.

Also elected to honorary life membership are three other past AASA presidents: John A. Sexson, who will receive his award at the Los Angeles convention; N. L. Engelhardt, who will be honored at the St. Louis convention; and Homer W. Anderson, at the Boston convention.

Record Attendance

An attendance of more than 17,500 is expected for the three conventions. More than 30 allied organizations and groups will participate at the 1952 regional meetings.

Brotherhood Week February 17-24.

The annual observance of Brotherhood Week, sponsored by the National Conference of Christians and Jews, will be held this month, February 17-24. Dr. Milton S. Eisenhower, president of Pennsylvania State College, is serving for the second year as chairman of the Schools and Colleges Committee.

Inquiries and requests for materials to be used for promoting observance of the week may be directed to Dr. Eisenhower, Commission on Educational Organizations, 381 Fourth Avenue, New York 16, New York.

NEA Investigates Faculty Dismissals

The arbitrary dismissal by the Lee County, Florida, school trustees of two junior-senior high school principals in Fort Myers without prior notice or subsequent hearing has been sharply criticized by the NEA's Committee on Tenure and Academic Freedom.

The NEA group began investigation of the dismissal upon request of the teachers, principals and a committee of citizens of Fort Myers, after consultation with the Florida Education Association. It was found that the board of trustees and the board of instruction had ignored invitations to meet with teachers and citizens to discuss the case, whereupon a petition was circulated to have the trustees removed from office if they refused to give reasons for the dis-

missal. The trustees then issued a vague explanation that it was recommended to them, upon advice from the County Superintendents of Schools, that the principals not be re-employed. The trustees stated that there was friction between the county superintendent and the principals.

Amplification of specific charges against the principals was found to be without basis according to the NEA investigation report.

Best U. S. Pupils Enter Industry, British Report

Twelve British experts attributed America's high industrial efficiency to the fact that "many, perhaps most, of the best pupils from the high schools enter industry," whereas in the United Kingdom "most of the best pupils enter the professions."

The visiting British observers, who came to the United States under the technical assistance program of the Economic Cooperation Administration a year ago, have now distributed their formal report in England.

"Teaching methods of American schools are in accordance with the American faith in individualism," the report states. "The material is there if you want it; how you progress depends on yourself."

Teacher training in America was praised by the report as being a sound system. "To insist on every teacher having a course in methods is a wise policy and one which might be adapted in the United Kingdom in technical education," the experts wrote.

Some of the differences noted between education in the two countries were: American students continue their full-time education until 17 or 18 years of age while the schoolleaving age in the United Kingdom will eventually be raised to 16; and there is greater cooperation between representatives of labor and management in America than in Britain on subjects that require technical training.

Student-Teacher Exchange Plays Vital Role

The international exchange of leaders, specialists, and students can play a vital role in strengthening the cause

New AASA Officers





Virgil M. Rogers (left), superintendent of schools at Battle Creek, Michigan, has been elected president of the American Association of School Administrators for the year beginning March 15, 1952. Voting by mail, the 8,000 AASA members also chose their first president-elect, Lawrence G. Derthick (right), superintendent of schools at Chattanooga, Tennessee, who will assume the presidency for the year beginning March 15, 1953.



Kenneth Holland, President of the Institute of International Education, and Edward Barrett, Assistant Secretary of State for Public Affairs, discuss exchange of persons at a recent New York conference.

Paragraph of the Month

"In the American town and village, both sustained by surrounding open country, and indeed in our cities as well, a large part of the community life revolves around the school. The school can and should be a versatile agency in the maintenance and improvement of culture, and generally it is. In many an American community, the superintendent of schools is the most influential person in the development of culture. The health and vigor of community life may depend more on him than on any other person, and the process of educating the school administrator for his duties and responsibilities is therefore a fateful matter."

> Educating the Educators By Lee M. Thurston

Page 77

of freedom throughout the world.

This was the opinion of 140 educational, governmental, industrial, and labor leaders at a recent New York conference called by the Institute of International Education to examine the aims, methods, and results of international exchange programs. They unanimously agreed that the exchange of persons can help underdeveloped countries to help themselves economically, increase mutual understanding, help combat worldwide totalitarian propaganda offensives, and offer foreign representatives new insights into the freedoms of democracy.

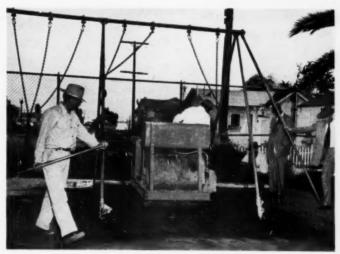
Praising the work of the Institute and other private organizations, Edward W. Barrett, Assistant Secretary of State for Public Affairs, told the group that during 1951 more than 10,000 leaders, specialists, lecturers, editors, teachers and students were given U. S. Government grants making possible the largest two-way exchange of persons in this country's history. "Right now, for example." Barrett stated, "there are more than 31,000 foreign students from 121 countries studying on 1,400 American campuses, and most of these students are financed by the nearly 500 private agencies who are giving invaluable assistance to our cultural offensive."

Conferees advocated far more ex-

changes of leaders, technical experts and communication specialists and called for expansion of exchange programs of all types. It was also suggested that a higher degree of selection be exercised on the part of agencies handling exchange personnel since the conduct of Americans overseas is taken as representative of this country.

Culver City Experiments With New Playground Top

In an effort to find a substitute for blacktop, the substance in general use on school playgrounds, the Culver City Unified School District, California, authorized the installation of a test area using a new pulverized rubber under the playground equip-



Workmen lay new rubberized gravel test area under playground equipment at La Ballona Elementary School at Culver City, California.

ment at the La Ballona Elementary School.

According to Jack Singer, district superintendent of schools, the experimental installation is the first of its kind in California. If the new material proves satisfactory, the school board will recommend that it be used under all playground equipment in the district's schools. Mr. Singer hopes that playground accidents will be further minimized with the use of the new material.

The new type of surfacing was installed under the direction of S. Kenneth Johnson, of Daniel, Mann, Johnson and Mendenhall, the district's architects and engineers.

Availability of pulverized rubber, a by-product of the Goodyear Rubber Company, is currently limited because of national defense restrictions. However, company officials expressed belief that the material would soon be available in quantity.

February's Big Three

February 12 Abraham Lincoln February 15 Susan B. Anthony February 22 George Washington

Pittsburgh Gets Mellon Grant for Scholarships

The University of Pittsburgh has received a check for \$300,000 from the A. W. Mellon Educational and Charitable Trust, to establish scholarships for promising and worthy students, Chancellor R. H. Fitzgerald announced recently.

According to the terms of the grant, the scholarships are to be awarded primarily on the basis of need established as a result of rigorous tests applied by a scholarship committee of the university. The amount and duration of the scholarships for any particular student, as well as the standard of selection, are left to the discretion of the committee.

This grant, together with a bequest from the estate of Samuel T. Owens, makes a total of \$875,000 available this year to the University of Pittsburgh for scholarship aid.



Heavy duty racks offer a convenient, neat permanent method of parking bicycles.

Bicycle Racks Give School Yard Neat Look

A simple and inexpensive solution to the problem of pupils' bicycles cluttering the school yard is the use of bicycle racks.

Bicycles parked haphazardly in the school yard do much to undermine habits of orderliness that the school tries to inculcate in its students. Also present is the danger of physical harm when bicycles are permitted to lie about neglected.

Manufacturers say that all-steel heavy-duty bicycle racks are still available, though in the face of rising defense requirements no manufacturer can predict future supplies.

Ten Major Educational Events of 1951

Editors of the educational press have made their selections of the ten major educational events during 1951. The overall selection, made through the Educational Press Association, was announced by B. P. Brodinsky, editor of the Educator's Washington Dispatch. The ten events are:

 Schoolmen forced the Defense Production Authority to increase its allotments of structural steel for public schools.

2. Educators counterattacked their defamers and accusers.

 The American Council on Education named an athletic policy committee to curb abuses in intercollegiate athletics.

4. School superintendents and college presidents united in a demand for a fair share of the television spectrum for educational programs.

 Congress enacted the Universal Military Training and Service Act with its deep implications for compulsory military training in the near future.

6. The Veterans Administration cut off the right of veterans to begin new courses of study under the G.I. Bill of Rights.

 Dissatisfied with two older organizations, adult educators merged them into a strengthened Adult Education Association of the United States.

8. West Point expelled 90 cadets accused of cheating in examinations.

 Public school educators accepted the challenge of teaching moral and spiritual values.

10. Proponents of Federal aid to education, admitting defeat in Congress, decided to reform their lines and reconstruct their tactics for the future.

Boy Scouts Have a Word

Since schools are frequently used for Boy Scout meetings and programs, the Boy Scouts of America offer some suggestions for scout and other community meeting rooms in new school building designs. These desired areas should be: easily accessible from the outside with separate heating and lighting controls; accessible to cooking, toilet, and storage facilities; equipped for partitioning into smaller areas; and designed to facilitate exhibits, ceremonies, programs, and active games.

The 2.5 million Boy Scouts of America celebrate their 42nd anni-

versary this month with the week of February 6-12 designated as Boy Scout Week.

Visiting Professorships For Retired Teachers

A unique experiment in higher education will be inaugurated at Wells College, Aurora, New York, next fall when outstanding retired professors from other colleges will be invited to the campus for a year's work.

Under the plan, the retired teacher will be appointed visiting professor at a full professor's salary, and will receive meals and lodging at the college-owned Aurora Inn, just off the campus.

Appointments will be made in a different field of study each year so that each department of the college may enjoy the stimulus provided by outside educators.

The first appointments for the academic year 1952-53 will be made in the field of philosophy and religion. Under the Wells plan, the visiting professor will be expected to carry somewhat less than a full teaching load and to be available for informal conferences with students.

ASCD to Meet in Boston

Several thousand educational leaders, supervisors, superintendents and principals will meet in Boston this month, February 10-14, at the Hotel Statler, for the seventh annual convention of the Association for Supervision and Curriculum Development, a department of the NEA.

In addition to the major meetings of the association the following or-

Nearly every family has experienced a surplus during harvesting season.

Home Gardening is A Learning Opportunity

Man's dependence upon the soil is the basis for a new set of color artwork filmstrips entitled, Family Gardening. The set, produced by Impco, Inc., consists of six parts with the following titles: Soil Preparation, Planting and Growing, Harvesting and Using, Preserving and Storing, Some Special Garden Problems, and What Is Family Gardening?

While the filmstrips do not pretend to teach in detail about gardening practices, they are intended to encourage the audience to participate in group discussion and to capitalize on the expert's knowledge.

Schools will find the filmstrips valuable in that they serve as a learning opportunity that students can find through a garden project. The filmstrips also serve to relate gardening to the national program of conservation.

The set of six filmstrips and a study guide is for sale at \$30, and may be obtained from Impco, Inc., 1050 Boulevard, New Milford, N. J.

ganizations have scheduled programs: Association for Student Teaching; John Dewey Society; National Council of State Consultants in Elementary Education; National Council for Elementary Science; and the NEA's Department of Audio-Visual Instruction.

Convention delegates will also view exhibits of educational equipment, materials, and supplies which will be on display in 60 exhibition booths.

Science Talent Search Is on Again

The eleventh annual Science Talent Search, conducted by Science Clubs of America to discover all possible talent for scientific and engineering creativeness among high school seniors, is on again.

Top awards include 40 all-expensepaid trips to Washington, D. C., for the Science Talent Institute and \$11,-000 in Westinghouse science scholarships. Scholarship opportunities will also come to those 260 cited annually for honorable mention.

For information and rules write to Science Clubs of America, 1719 N Street, N. W., Washington 6, D. C.

State and Local UNESCOs at Work

UNESCO Gift Coupon projects, information about the United Nations, and observance of Human Rights Day marked some of the 1951 fall activities of state and local UNESCO Councils, reports the U.S. State Department.

At the Steele Center in Denver, Colorado, the UNESCO Committee has collected a library of materials and established a speakers bureau for local groups desiring help on UN and UNESCO matters. Money raising projects during the year have paid for 32 gift boxes to schools overseas.

The UNESCO Division of the World Affairs Council of North California, with headquarters in San Francisco, distributed UN materials to 1,500 school administrators in the



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With labor costs running as high as \$1.25 an hour for maintenance men, the cleaning tools you put in their hands become mighty important. Supply them with Fuller Floor Brushes and cut your maintenance costs. Let one stroke do the work that formerly required two or three. With Fuller Floor Brushes you get a clean sweep with every stroke, no backtracking. You'll find a size and type to meet your every need.

FOR SCHOOLS, INSTITUTIONS AND PUBLIC BUILDINGS



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Staple-set by machine - horsehair and fiber centers, outside row all horsehair. For heavier soil all fiber centers with horsehair outside row to insure a clean sweep.

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SPOTLIGHT

upper part of the state and gave help to the schools in arranging UN Day celebrations. The group is supporting the UNESCO Gift Coupon plan, a device for linking overseas groups in need of educational supplies with donors here.

The Michigan Council for UNE-SCO has recently endorsed the Gift Coupon plan, and at its recent annual meeting conducted a drive to interest high school and college students in working with the Council. A special function of the Michigan Council has been to place exhibits about UNESCO and its work at state educational conferences.

Recent activities of the Elmira, New York, UNESCO Council included a series of six lectures on international affairs, a film showing on human rights, and radio interviews with foreign students at Elmira College. The group is now conducting a series of discussions on the Point Four program of technical assistance. UNESCO leaders in the area have also lent support in collecting 3,800 pounds of clothing for Korea and books for Negro schools in Georgia.

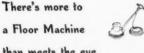
The UNESCO Center at Teachers College in New Britain, Connecticut, has held college faculty meetings to explore the problems of education for international understanding.

School Leaders Meet For Clinic Workshops

A series of workshops for elementary school principals and supervisors, high school principals, and superintendents, was conducted at the recent fifteenth annual education clinic by the board of education in Winfield, Kansas, with enthusiastic response.

In discussions with educational consultants the school leaders outlined recommendations for the improvement of their instructional pro-

In the elementary principals' workshop attention was centered in the area of public relations, particularly concerning the communication and interpretation of school program aims. It was suggested that, elementary principals be relieved of teaching SE-179



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and clerical responsibilities to afford them time to exert real leadership in the improvement of instruction. Closer cooperation with teachertraining institutions, increased participation in state and national organizations of elementary school principals and supervisors, and more adequate teacher salaries were also recommended.

Improvement of instruction was the basis of the high school principals' workshop. The advantages of the core-curriculum program were analyzed and recognized as a real approach to the processes of learning.

Discussion of the superintendent's role in improving the instructional program drew the following proposals: freedom from routine duties to allow him several weeks of study each summer; responsibility for planning a program for the development of good community-school relations, and maintaining good morale in the teaching staff; and improvement in the selection and training of school board members.

Correction

In the table of factors comprising the principals' salary formula which accompanied the article, Salary Formula for Principals, by E. D. Jarvis, on Page 44 of the December, 1951, issue of The School Executive, one factor credit was inadvertently omitted. Factor 6, the Ph. D. or Ed. D. degree, should have a credit of .098.

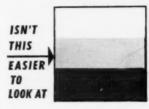
Health in Schools Is AASA's Best Seller

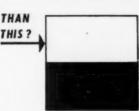
Recommendations to help schools meet their increased obligations for the health of students are found in the AASA's 477-page report, Health in Schools

A revision and an extension of an earlier volume issued by the AASA in 1942, the new publication includes eighteen chapters on all phases of the school health program.

With large school enrollments and overcrowded classes, the report underscores the importance of a broad

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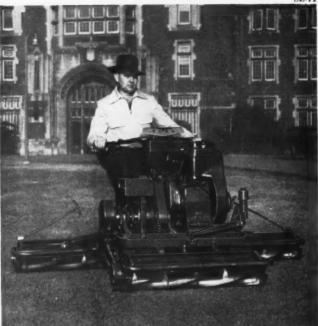
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school program concerned with the discovery of health problems, the correction of defects, and the building of healthful attitudes. Among the new chapters written especially for this edition are those on mental hygiene and non-communicable diseases.

One new section of the report, directed to the superintendent, makes specific recommendations for the protection of the school executive's health.

The commission which prepared the report was headed by Clyde Parker, superintendent of schools, Cedar Rapids, Iowa.

Copies of *Health in Schools* are now available from the American Association of School Administrators, NEA. 1201 Sixteenth Street, N. W., Washington 6, D. C. Price: \$4. Regular NEA discounts in quantity lots are offered.

Does Your Contest Have NEA Approval?

A quick way to find out if a contest that is being offered has the approval of the National Contest Committee of the National Association of Secondary-School Principals, NEA, is to check with the association's October issue of Bulletin which lists approved contests.

The committee, headed by George A. Manning, principal, Muskegon, Michigan, has set up criteria which serve as a guide to business and industry on the kind of contests schools desire and need. The committee was established at the request of school administrators for the purpose of screening the numerous contests offered to schools by industrial, business and institutional firms as well as organizations and associations.

Fourteen Scholarships To Potential Teachers

In order to further the interest of qualified students in the profession of education, a full-tuition scholarship in the Teacher Education program at Adelphi College, Garden City, New York, will be awarded next year to

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The grants, which will be renewable, are available to high school graduates in Connecticut, Delaware, Maine, Massachusetts, Maryland, North Carolina, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, Virginia, and West Virginia. The criteria used in awarding the regional scholarships will be ability to profit by a college education, interest in teaching as a profession, personality, and character.

Similar scholarships will be available for candidates from other states in subsequent years.

Loyola's Reading Program Helps Slow Students

A new college skills program for students whose past work has been poor but whose aptitude tests have revealed them capable of doing college work has achieved considerable success at Loyola University, Chicago, Illinois. The new program has enabled many students who ordinarily would have been dropped from school to continue with their college education.

The project has three principal objectives: improvement of the student's reading rate, concentration, and comprehension; formation of a good vocabulary; and improvement of techniques in studying effectively.

Class meetings are held once a week, but students meet more frequently for individual conferences. Tests are given periodically to check on students' improvement and to determine whether extra work is necessary in certain fields.

British Schools Plan Video Education

Plans are now being made by the British Broadcasting Company for education by television for a group of schools in Kent, Southern England, who will receive a test program during a brief period next summer.

By the fall of 1952, when an estimated 80 percent of the British pop-



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ulation will be within television range, it is expected that more than 4 million children will have a chance to learn by video.

The schools chosen for the experiment will receive a daily half-hour program of instruction prepared either in a BBC television studio or directly televised from some outside scene. The subjects these programs will cover are listed as travel, science, current affairs, aesthetics and industry. The four-week experiment will be financed by the BBC.

Personnel Groups Units

A new national personnel organization, the Personnel and Guidance Association, has been formed by the mification of the National Vocational Guidance Association, the American College Personnel Association, and the National Association of Guidance Supervisors and Counselor Trainers. The three groups will continue as divisions within the new organization.

One of the main purposes of the new professional association is to establish a parent organization to bring together personnel and guidance workers from all areas of the field.

The organization will establish offices in Washington, D.C., in July, 1952. All members in PGA will be held by virtue of membership in one or more of its divisions.

Economics is Poorly Taught, Survey Discloses

The public schools' teaching of economics is inadequate, according to a Survey of Economic Education, a report recently published by the Brookings Institution of Washington, D. C.

The survey found that the schools are at present poorly equipped for the job of teaching economics. The difficulty arises in part from the lack of text material written in concrete, simple and understandable terms, and in part from the lack of adequately trained teachers.

Cooperation among state boards of

THE SCHOOL EXECUTIVE for FEBRUARY, 1952

education, college officials, and high school superintendents was suggested by the survey to develop teachers qualified to teach in the field of economics.

TVA Lists Study Programs For Graduate Students

Through the Board of Control for Southern Regional Education, arrangements are being made to permit graduate students working toward degrees to study at the Tennessee Valley Authority.

The TVA has listed opportunities for study in sixteen academic fields. including such subjects as agriculture, biological sciences, chemistry, forestry and home economics.

Students working towards master's degrees would be permitted to spend from three to six months at TVA; candidates for doctor's degrees would spend from twelve to eighteen months.

The participating student would be enrolled at a college or university which would retain academic control and grant credit for the work.

Learning Government The Modern Way

High school students using the laboratory practices and related instructional materials of the Citizenship Education Project of Teachers College, Columbia University, are learning more in their civics and American government classes than students studying these subjects by more conventional methods.

This is concluded in a study of the project's effectiveness in improving traditional high school civics courses, The study was made last year by the project's evaluation staff in fifteen high schools in eleven states. In each school, two classes were selected with equal intellectual abilities, one being taught by conventional methods and the other using the project's laboratory practices.

The project's report concluded that high school students "who use their communities as laboratories to study American government actually learn

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more about the function and operation of government than do students who study these fields by more formal classroom procedures."

A School Booklet For the Community

Some 5,500 Lakewood, Ohio, families now have a better idea of the services the Lakewood public schools provide for their youth. Imperative Needs of Youth, a 40-page illustrated booklet edited and designed by several Lakewood public school teachers and published by the board of education, was motivated by the enthusiastic community response to a similar publication last year describing the citizenship program in Lakewood schools.

The present publication portrays the Lakewood high school program and consists of pictorial descriptions covering 19 services imperative to the youth of today.

Pamphlets Describe Films For Community Use

The Film Council of America is offering a series of eight pamphlets designed to assist local community organizations in developing effective programs through the use of films.

The booklets tell how to obtain films, how to conduct a survey of community film needs and resources, how to organize a community film information center, how to organize and conduct community film workshops, film forums, film festivals, how to evaluate films for community use, and how to form a film council and its role in the community.

For further information concerning these booklets write to The Film Council of America, 57 East Jackson Boulevard, Chicago, Illinois.

Pamphlets of Interest

Colleges and Universities

Preprofessional Experiences in Educational Psychology: A Review of Opinion and a Critical Note, September, 1951, by Arthur P. Colad-

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arci, published by the Division of Research and Field Services, Indiana University, Bloomington, analyzes some of the problems in the teaching of educational psychology in undergraduate programs. Price: 75 cents.

Program on Graduate Internship, 1950, published by Southern Illinois University, Carbondale, describes a program designed by the university's College of Education for prospective teachers that would integrate theory

and practice.

First Annual Report of the Cooperative Program in Educational Administration, Middle Atlantic Region, 1951, published for the Cooperative Program in Educational Administration by the Bureau of Publications, Teachers College, Columbia University, documents the progress made during the first year of a five-year cooperative project to improve school administration in several selected institutional centers,

Our Investment in Public Education: A Challenge to School Finance, the 1951 annual conference report on educational administration at Ohio University, Athens, examines the problem of financing public education in terms of today's national

economic situation.

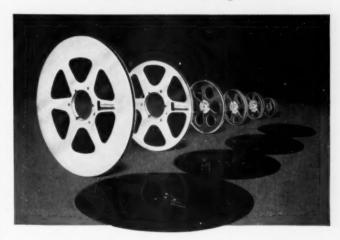
A Method of Measuring the Financial Ability of Kentucky School Districts to Support an Educational Program, Bulletin of the Bureau of School Service, University of Kentucky, Lexington, September, 1951, studies the use of the local school property tax as one way of providing better financial support of public school programs throughout Kentucky.

Electric Power and Social Policy, published by the Bureau of Publications, Teachers College, Columbia University, New York City, 1951, is a resource guide for teachers and discussion leaders developed at a workshop on electric power. William H. Connor, Burnett Cross, Hubert Evans, and Harold Tannenbaum are the authors.

What Parents Can Do To Help Their Children in Reading, compiled and edited by Russell G. Stauffer, is the report of the 1950 Parent Conference on Reading sponsored by the Reading Clinic, School of Educa-

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tion, University of Delaware, Newark Price: \$1

The Division of Surveys and Field Services, a reprint published by the George Peabody College for Teachers. Nashville, Tennessee, describes the division's two decades of educational activity.

The Elementary School and Its Community, published by the Center for Educational Service, College of Education, Ohio University, Athens, is a report of the Fifth Annual Conference on Elementary Education and Administration, 1951.

School Plant

The Challenge of Pennsbury's School Plant Problems, published by the Southeastern Division of the Pennsylvania Economy League, Inc., Philadelphia, September, 1951, is a preliminary account of school plant needs of this Pennsylvania city. The great industrial and home building activity in this area brought about by the construction of a U. S. Steel plant made this study urgent.

U. S. Office of Education

(The following publications are for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.)

Culloden Improves Its Curriculum, by Lucille McGraw Richmond and Effie G. Bathurst, Bulletin 1951, No. 2, tells how a principal, teachers, and supervisors in an elementary school at Culloden, West Virginia, improved the school program more adequately to meet the home and community needs of their school children. Price: 15 cents.

How Children Use Arithmetic, by Effie G. Bathurst, Bulletin, 1951, No. 7, shows how children develop arithmetic abilities. Teaching methods growing out of recent research are discussed. Price: 15 cents.

How Children Learn About Human Rights, by Wilhelmina Hill and Helen K. Mackintosh, Bulletin 1951, No. 9, gives illustrations of what is being done in the study of human rights in elementary schools of the United States. Price: 15 cents.

How Children Learn to Think, by Paul E. Blackwood, Bulletin 1951, No. 10, points out that skillful teaching stimulates children to think care-

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Keystones of Good Staff Relationships, by Ellsworth Tompkins, Miscellany No. 13, suggests ways by which large schools can improve their staff relationships. Twelve keystones based on reported and observed practices in 47 high schools are presented. Price: 15 cents.

School Lunch and Nutrition Education, by the Interdivisional Committee on Nutrition Education and School Lunch, Bulletin 1951, No. 14, answers briefly 21 questions which deal with the relation of school lunch to nutrition education, health aspects of the school lunch, and certain administrative and financial matters. Price: 10 cents.

Offerings and Enrollments in High School Subjects, 1948-49, by J. Dan Hull and Grace S. Wright, is chapter 5 in the biennial survey of education in the United States. Price: 30 cents.

Science Research Associates

(The following publications are available from Science Research Associates, 57 W. Grand Avenue, Chicago 10, Illinois.)

Fears of Children, by Helen Rose (Better Living Series) explains to parents and teachers how to recognize fears of children and how to understand their underlying causes. Ways of handling disturbing, fearevoking situations are suggested. Price: 40 cents each, quantity discounts allowed.

Helping Children Talk Better, by C. Van Riper (Better Living Series). tells parents and teachers how they can help a child from his earliest months to speak better and how they can help him avoid speech defects that are often carried into adult years. Price: 40 cents each, quantity discounts allowed.

From the NEA

(The following publications are available from the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.) Mars Hill, North Carolina, pre-

pared by the NEA's National Commission for the Defense of Democracy Through Education, October, 1951,



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*SPOTLIGHT

describes the case of five Mars Hill elementary and high school teachers who were forced out of their teaching positions through political pressures.

Charting the Course for American Higher Education in a Period of Partial Mobilization, a report of the sixth annual national conference on higher education which met April 2-4, 1951, in Chicago, deals with the critical problems faced by college and university faculties in 1951. This report is compiled by the NEA Department of Higher Education. Price: \$1. Discounts offered for quantity orders.

Safety in Physical Education for the Classroom Teacher, prepared by the NEA's National Commission on Safety Education and the American Association for Health, Physical Education, and Recreation, outlines rules and precautions for elementary school teachers who are responsible for physical education programs of their classes. Price: 50 cents. Discounts on quantity orders.

Schools for Our Times, the annual report of the educational profession to the public, was submitted by Willard E. Givens, NEA executive secretary. Mr. Givens finds it imperative that the public join with the educators in improving today's schools. The report sets forth the needs of present day schools and the goals toward which schools must be directed. For copies write to the NEA, 1201 Sixteenth Street, N. W., Washington, D. C.

U.S. Office of Education

(The following publications are available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.)

Keystones of Good Staff Relationships, Miscellany No. 13, 1951, by Ellsworth Tompkins, suggests ways by which large schools can improve their staff morale. Price: 15 cents.

Education Unlimited, Bulletin 1951, No. 5, by Grace S. Wright, Walter H. Gaumnitz, and Everett A. McDonald, Jr., is the story of a small Connecticut high school which overcame its physical limitations through vigorous group effort. Price: 15 cents

Modern Ways in One- and Two-Teacher Schools, Bulletin 1951, No.



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> of approximately 95,000 gallons of water yearly - costing:

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18, by Effie G. Bathurst and Jane Franseth, contains suggestions for improving the programs of small rural schools that do not meet the needs of boys and girls in the country today. Price: 20 cents.

The Outlook for Women in Social Group Work, Social Work Series Bulletin No. 235-7, describes opportunities for women in the entire field of social work and shows its relation to other professions of women comparing the specializations within the field. Price: 20 cents.

Scholarships and Fellowships Available at Institutions of Higher Education, Bulletin 1951, No. 16, by Theresa Birch Wilkins, contains the latest data on financial aids for undergraduate and graduate study. Price: 55 cents.

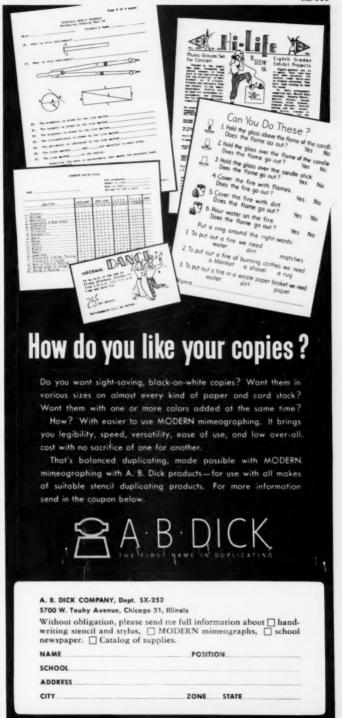
Education of Visually Handicapped Children, Bulletin 1951, No. 20, by Romaine Mackie, in collaboration with seven educators, gives practical information for teachers who have the responsibility for blind or partially seeing children. Price: 20 cents.

UNESCO

Compulsory Education in England, by W. O. Lester Smith, Compulsory Education in Iraq, by Victor Clark, Compulsory Education in Ecuador, by Emilio Uzcategui, Compulsory Education in Thailand, by M. L. Manich Jumsai, Compulsory Education in Australia, and Compulsory Education in France are six booklets published by UNESCO in an effort to clarify the problems of compulsory, free and universal schooling. These six studytypes reveal the different methods by which compulsory education has been and is being executed. They are available from Columbia University Press. 2960 Broadway, New York 27, New York. Price: 50 cents each.

The United Nations and Collective Action Against Aggression, available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., is a discussion guide on the UN as an instrument of collective action against aggression with particular reference to the Korean War. Price: 20 cents.

Human Rights, a bibliography of pamphlets, posters, publications, and



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resentatives in

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program aids, published by the U.S. National Commission for UNESCO, Department of State, Washington, D. C., lists a selection of materials on human rights and where they may be obtained

Life Adjustment

(The following publications are available from the Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois.)

Getting Along in School, Junior Life Adjustment Series, by Bernice L. Neugarten and Paul J. Misner, tells boys and girls in grades 6 to 9 how to become better and more cooperative students. Price: 40 cents. Discounts on quantity orders.

Facts About Narcotics, Life Adjustment Series, by Dr. Victor H. Vogel and Virginia E. Vogel, discusses the kind of people who take narcotics, and the physical and mental effects of drugs. Price: 40 cents. Discounts on quantity orders.

You Can Read Better, Junior Life Adjustment Series, by Harry Bricker and Paul Witty, explains to boys and girls in grades 6 to 9 how they can improve their reading speed and comprehension. Price: 40 cents. Discounts on quantity orders.

How You Grow, Junior Life Adjustment Series, by Bernice L. Neugarten, answers some of the questions young boys and girls ask through their "growing up" period. Price: 40 cents. Discounts on quantity orders

Your Club Handbook, Life Adjustment Series, by Nancy E. Mc-Dowell, tells young people how to go about organizing group activities. Price: 40 cents. Discounts on quantity orders.

Keeping Up with the News, Life Adjustment Series, by Per G. Stensland and Larry Dennis, explains the operations of a free press to young readers and discusses how they can more intelligently follow the news, Price: 40 cents. Discounts on quantity orders.

Miscellaneous

How Can We Help Get Better Schools?, published by the National Citizens Commission for the Public Schools, 2 West 45th Street, New

-SPOTLIGHT

York City 19, is a handbook for citizens' school improvement committees. Price: 15 cents a copy on quantity requests, individual copies free.

Communities, U.S.A., summer and autumn, 1951, published by the American Council for the Community, 119 East 19th Street, New York City 3, reports on the activities of community development. Price: 35 cents.

School Health Services, distributed by the National Council of Chief State School Officers, 1201 16th Street, N. W., Washington, D. C., is a study of the responsibilities of state departments of education and health in improving school health services and their administration. Price: 25 cents. Discounts on quantity orders.

Developing Discussion in School and Community, is published by the Junior Town Meeting League, 400 South Front Street, Columbus 15, Ohio, an international organization to foster discussion of current affairs by youth.

Artificial Lighting in Rural Schools, 1951, is a guide for county superintendents, boards of education, and rural school teachers in improving lighting conditions in rural schools. This booklet is published by the Nebraska Department of Public Instruction, Lincoln.

Approval and Accreditation of Nebraska Schools, published by the State Department of Public Instruction, Lincoln, July, 1951, gives the procedures and criteria for approving and accrediting elementary and secondary schools of Nebraska. A list of schools which are approved or accredited for 1951-52 are included.

Guideposts to Modern Child Service, by E. George Payne, published by the Payne Educational Sociology Foundation, Inc., 157 West 13 Street, New York 11, N. Y., is a survey of the Save the Children Federation. Price: \$1.

Elementary School Libraries Today, 30th Yearbook of the National Elementary Principal, NEA, 1201 Sixteenth Street, N. W., Washington, D. C., September, 1951, gives a widespread sampling of present practices and beliefs in the elementary school library field. Price: \$3.

Interim Civil Defense Instructions for Schools and Colleges, published by the Federal Civil Defense Administration, Washington, D. C., August, 1951, provides materials for civil defense education and training now. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price: 30 cents.

Three Keys to Strength—Production, Stability, Free World Unity, is the third quarterly report to the President by the director of Defense Mobilization, Charles E. Wilson, on October 1, 1951. Elementary Teachers Guide to Free Curriculum Materials, eighth annual edition, is published by Educators Progress Service, Randolph, Wisconsin. General directions on how free materials can be secured as well as a listing of free materials available are included. Price: \$4.50.

Peoples of the Southwest, by W. Henry Cooke, is a scholarly study of patterns of freedom and prejudice in this area. The booklet is one of the Freedom Pamphlets published by the Anti-Defamation League of B'nai B'rith, 212 Fifth Avenue, New York City. Price: 25 cents.

SE-120



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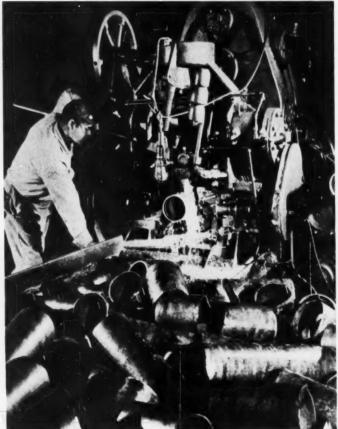
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A Directory of 2002 16mm Film Libraries, Bulletin 1951, No. 11, by Seerley Reid and Anita Carpenter, contains all the sources from which 16mm films, educational, informational and entertainment, may be borrowed or rented. Price: 30 cents. 3434 U. S. Government Films, Bulletin 1951, No. 21, by Seerley Reid and Virginia Wilkins, is a directory of all government motion pictures, filmstrips, and sets of slides

which are available for public use in the United States. Price: 70 cents.

Land-Grant Colleges and Universities: What They Are and the Relations of the Federal Government to Them, Bulletin 1951, No. 15, explains the federal laws and rulings as they relate to funds for instruction for land grant educational institutions. Price: 15 cents.

Boys and Girls Study Homemaking and Family Living, Vocational Division Bulletin No. 245, furnishes suggestions for high-school teachers whose students want information about everyday living problems. Price: 20 cents.



Steel plant and foundry inventories of iron and steel scrap are dangerously low. Idle tools, obsolete equipment, condemned bridges, and other dormant scrap materials are vital to the nation's defense industries. American industry is being asked to move this type of material into scrap collection channels.

SCHOOL EQUIPMENT News

Sewing Table

SE-201

Takes Little Space



A new combination sewing and cutting table for schools and colleges is available from The Singer Sewing Machine Co. Designed to accommodate more students in less space, the five-foot-long table also fills innumerable classroom needs. The table provides sewing machines for two students and ample working space for two more; cuts down on wasted classroom space; safely stores and protects sewing machines not in use; makes conversion from classroom to home economics room possible in a matter of minutes, and furnishes space for sewing supplies.

The two sewing machines are on opposite sides of the table. This dual head arrangement provides a generous working area to the right of both machines. Three different Singer sewing machine heads are available.

Sturdily constructed, the Singer Sewing and Cutting Table is 42" wide, 60" long and 30" high.

SINGER SEWING MACHINE Co., 149 Broadway, New York 6, N. Y.

Projection Screen SE-202 Installed Right in Chalkboard

A Glas-Board Projection Screen is a panel installed in conjunction with the chalkboard. When not in use as a screen, the panel may be used for art work or chalkboard work during normal routine, then may be cleaned and used for projection purposes. Being made of solidly colored structural glass, it will never require servicing.

Once the screen is installed, there is nothing further to be done. There is no moving of stands, no traffic hazards, no wearing out of parts, and no replacement. The screens are available in white, ivory, light gray and green. Light tests indicate that any of these colors will give excellent results.

When a Glas-Board Projection Screen is installed in an existing building, simply remove the center panel of the chalkboard and replace it with the screen panel. Sufficient spotting compound is furnished to properly install Glas-Board.

GLAS-BOARD, INC., Canfield, Ohio.

Liquid Duplicator SE-203

Has Been Improved



The Wolber Duplicator & Supply Co. announces its new Model L-45-2 Copyrite Liquid Duplicator which replaces the L-45. The new model retains all the desirable features of the L-45 plus many new improvements. There is a new automatic master lock with which an operator can open the drum lock to receive master copy by merely turning the handle in reverse. Turning the handle in the operating direction automatically closes the lock and secures the master, ready for operation.

Also featured is a new receiving tray with improved design to provide better paper stacking. New paper guides simplify the method of positioning to accommodate various

widths of paper stock. Better gripping of copy paper provides more efficient paper feeding.

Wolber Duplicator & Supply Co., 1203 Cortland St., Chicago 14,

Wet-Dry Vacuum

Can Do Variety of Jobs



The Johnson Wet-Dry Vac is an efficient and economical building maintenance tool. It quickly removes water from any type floor, drawing in all particles of dirt and grime with its strong suction action. Floors dry much more quickly and last longer when scrub solutions and rinse water are removed by a vacuum. It thus saves mopping time and cleans more efficiently.

The machine is easily adaptable for a variety of other cleaning jobs. It quickly and thoroughly cleans overhead areas like pipes, beams and other hard-to-reach spots. When used as a shop floor pickup, it sucks up dirt, chips, waste, and other debris. When special extensions for cleaning tools are attached, it can be utilized for cleaning up furnaces with a minimum of muss.

The 5/7 h.p. electric motor and collection chamber of the vacuum are enclosed in a sturdy shell of heavy gauge steel.

S. C. Johnson & Son, Inc., Racine, Wis.

Match Wall Panels



For the first time, a perfect match in wood-grain molding is available

Of extruded aluminum, with a decorative plastic laminated surface. the new moldings are used to achieve a continuous wall pattern effect with no noticeable break between panels, at inside or outside corners, edges or tops. This "solid wall" effect eliminates the objection to using an obviously different molding material which destroys the decorative con-

Produced for use with 1/8" thick Lamidall panels.

WOODALL INDUSTRIES, INC., 3500 Oakton St., Skokie, Ill.

An improved formula of the Certified Rust Inhibitor No. 425 is announced by United Laboratories. Inc. Outstanding features of the new paint are that it will dry in ten minutes under normal drying conditions and one coat provides excellent hiding of the old metal surface. This latter

Dries in Ten Minutes

feature reduces painting costs up to

The new formula, Rust Inhibitor No. FD-425, will withstand temperatures from minus 100° F. to plus 250° F. and is exceptionally resistant to salt air and fumes. It may be applied over damp surfaces, interior or exterior, galvanized metal and new or rusted metal surfaces of all kinds.

UNITED LABORATORIES, INC., 16801 Euclid Ave., Cleveland 12,

Is your school overlooking one of its most valuable resources?

Hundreds of schools are providing improved services today by utilizing educational programs originating from more than 100 school-owned FM and AM stations and special state-wide school-of-the-air hook-ups . . . by integrating news and current events broadcasts into the course of instruction . . . by organizing civilian defense training and air raid warning systems around classroom listening. Day-in and day-out, in countless ways, radio is proving itself one of the school's most effective, least expensive resources.

this special FM-AM classroom radio will enable you to utilize radio programs



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FREE! 24-page book on practical radio utilization. Write today.

The one and only radio receiver engineered to meet the special electrical and accoustical requirements for effective classroom radio listening - the Freed-Eisemann EDUCATOR. 12 tubes, with special circuits for FM and AM reception, provide maximum sensitivity to bring in weak and distant stations clearly. Extended-range speaker overcomes accoustic deficiencies of the ordinary classroom, provides effortless listening for all pupils. Undistorted 5 watt output sufficient for auditorium use. Cathode ray tube for simple tuning. Rugged cabinet covered in scuffproof fabricoid will stand up under the harshest treatment. Built-in antennas, phonograph connection. Specified as official classroom equipment in New York, Chicago, Detroit, St. Louis, Cleveland and scores of other school systems. Freed Radio Corporation, 200 Hudson Street, New York 13, N. Y.



pH Meter

SE-207

For Quick, Accurate Measurements



A new Philips Universal pH Meter is designed for all pH and rH work, for potentiometric titrations and for oxidation-reduction-potential investigations. For laboratory research, it provides a measuring accuracy of 0.01 pH or 0.5 mv., a range of 0 -14.15 pH and 0 - 1415 mv. absolutely currentless measuring with no phenomena of polarization, zero indication by cathode ray tube, can be used with glass, quinhydrone, hydrogen and platina electrodes and is direct calibrated for the first three.

The pH meter is supplied with the new, removable Philips calomel and glass electrode and is provided with controls which correct for temperature variations and for asymetric potentials. The unit has a built-in cadmium standard cell and a flexible cable with a plug for connection to a 60 cycle AC power supply circuit.

NORTH AMERICAN PHILIPS Co., 750 S. Fulton Ave., Mt. Vernon, N. Y

Ongielen

SAFETY SCHOOL BUS BODIES



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ORDER ONEIDA ON THE CHASSIS OF YOUR CHOICE-BUT ORDER EARLY!



The year 1952 presents real production problems in the motor vehicle industry—school buses are no exception. To schedule school bus body production so that it coincides with government quarterly steel allouments, it is both desirable and necessary to place buying orders as early in the year as

possible, to avoid disappointment in delivery.

A "Cradle of Steel From Wheel to Wheel," the Oneida Safety School Bus Body is engineered to fit all leading bus chassis makes—with precision, balance and streamlined beauty. Models ranging in capacities up to 72 passengers permit tailoring of Oneida equipment to meet individual School Board transportation requirements.

Flexi-Joint Construction, with 4-point suspension for mounting, is an exclusive, basic principle of Oneida design. From the Accordo-Steel-Platform, the welded and double-riveted body panels to the Anchor-Rib-Frame, the streamline cowl and countless safety features—Oneida bodies—"go with the blow"! This offsets road shock—overcomes stresses and strains that destroy a bus body where complete rigidity of construction is followed.

Oneida endurance-built quality assures years of troublefree service. Oneida's road record across the Nation is a challenge to the industry—and a powerful, down-toearth, dollars and cents buying appeal to School Boards. Therefore, before you buy any school bus body, be sure and check carefully the Oneida plus values!

There can be no compromise with safety. Dollars saved won't save lives! Specify Oneida—always—to be sure of the Nation's best school bus body buy—for safety, comfort and economy.



School Bus Sales Division
Oneida Products Corporation
CANASTOTA, NEW YORK

Tape Recorder

SE-208

With Push-Button Operation

The Model 400-A tape recorder at the right offers push-button operation in a tape recorder recording up to 15,000 cycles per second at a tape speed of 7½ ips.

This new recorder is available with heads for either half-track or full-track recording. Both type heads produce recordings in accordance with the highest professional standards. Operation is at either 7½ or 15 ips as controlled by a speed selector switch. Proper equalization for either speed is available for the operator's selection.

All mechanical motions are controlled electrically by push buttons.



This permits full utilization of the Ampex instant start (1/10 sec.). It can be arranged for remote control

and is available in either portable case or for rack mounting.

It has a frequency response down no more than 4 db. at 30 and 15,000 cps at 7½ ips tape speed. At the 15 ips speed, the response is ± 2 db. 50 to 15,000 cps. Noise level is 55 db. below the 2% total harmonic distortion level. Wow and flutter are less than .2% at 15 ips and less than .25% at 7½ ips.

THE AMPEX ELECTRIC CORP., Redwood City, Calif.

Window Shade

SE-209

Controls Light, Ventilation

The Oliver C. Steele Mfg. Co. announces its latest design in window shades for public buildings—the Shadescope. This unit is unique in that it is a double shade with only one roller.

It telescopes toward the center of the window and has all of the advantages of any double roller shade, but costs only a little more than a single roller shade.

THE OLIVER C. STEELE MFG. Co., Dept. SE, Spiceland, Ind.

Transcription Player SE-210 Has Variable Speed Motor



Model TR-16AM is a 10-watt, variable speed, portable player and public address combination that plays all records, any speed, and any size up to 17½". The newly developed motor provides the three basic speeds, plus a special control to vary speeds, either faster or slower as desired. A two-pound, 10" turntable acts as a flywheel that contributes to maximum stability of speed.

Other features include: individual bass and treble tone controls, a 12" Alnico 5PM dynamic speaker, a G.E. dual needle variable reluctance magnetic pickup, and the Newcomb

scratch suppressor.

Newcomb Audio Products Co.,
6824 Lexington Ave., Hollywood 38,
Calif

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BUYERS of exhibit cases everywhere are choosing Michaels "Time - Tight" Cases because they are tops in design, quality, structural features, appearance and usefulness

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Michaels cases offer Innerlocking Frames, an exclusive feature; fully mitered intersections; no screws exposed on face of frames, and other structural advantages. These cases are designed for maximum visibility; to enhance the appearance of exhibits; to eliminate handling and theft as well as the ingress of dust, vermin and moisture. They are made in a wide variety of styles (table, aisle, wall, corner, suspended and recessed) and in any practical size to take care of virtually all exhibit requirements. If it is necessary to meet specific needs, Michaels will design and build special cases to your specifications.

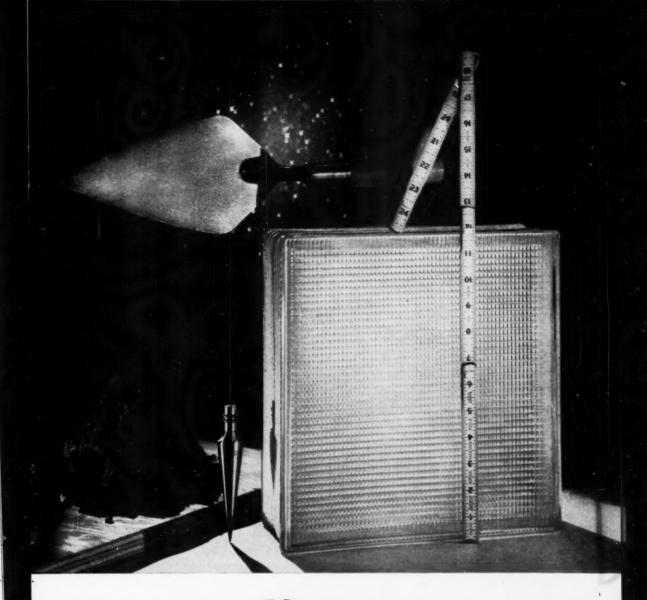
"Time-Tight" Cases are used extensively in museums, art galleries, libraries, universities, colleges, schools, science laboratories and various related types of display rooms.

Write for literature which contains complete information.

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The MICHAELS ART BRONZE CO., Inc., 243 Court St., Covington, Ky.

Manufacturers since 1870 of many products in Bronze, Aluminum and other Metals



Announcing the FIRST 12-INCH, light-directing glass block!

THE new Insulux No. 463 Glass Block has all the features of the smaller 8" No. 363.

- ... same light-directing and light-controlling qualities
- ... same face coating from which even hardest, driedon mortar rubs off easily and quickly. Virtually eliminates post-construction cleaning expense
- ... same 3%" thickness
- . . . same identifying gold stripe that gives instant identification of top inside of block

In addition, panels of the larger 12" x 12" size may be laid faster... The larger size gives architects freedom to create an entirely new scale in panels, and the new 12" size may be combined with the 8" size in the same panel.

Important as all these features are, they're only incidental when compared to the lifelong advantages an Insulux Fenestration

System installed on Daylight Engineering principles gives to any building. Supplies of the new Insulux Glass Block® and all of the materials needed for fast installation are noncritical and immediately available.

The knowledge and experience of a Daylight Engineer is at your service. Just write Insulux, Department SE-2, Box 1035, Toledo I, Ohio.

INSULUX FENESTRATION SYSTEMS

- by the leaders of Daylight Engineering



12" Lathes

Feature 8 Speeds

SE-211

The new 6300 Series 12" lathes made by Clausing have a heavy, thick-walled bed with two Vee-ways and two flat ways precision ground. The spindle of the headstock is forged steel, mounted on selected Timken tapered roller bearings with ground, hardened nose. The gears are steel and run in a bath of oil. Eight speeds are available-50 to 1300 rpm, Variable drive (optional) provides infinite variety of speeds between 30 and 1400 rpm. Enclosed quick-change gear box, with steel gears and splash lubrication, provides instant selection of 48 threads or

feeds, thread range from 4 to 224.

ATLAS PRESS Co., 1236 N. Pitcher St., Kalamazoo, Mich.

Wall Coatings SE-212 For Interior, Exterior Use

New exterior and interior wall coatings manufactured for extreme durability and protection are being introduced to the building trades.

Both Cor-o-Last (exterior) and Con-Crete (interior) are one-application coatings that are stain, scratch, water, and fire resistant. Both are equal in thickness in one coat to three coats of ordinary paint. In addition, the exterior product is weather resistant and can be applied over stucco, cement, cinder block, brick, stone, asbestos shingle and metal surfaces. It gets its rough solidity from a special compounding of 100% bodied oils, asbestos fibre, chlorinated paraffin and mica flakes.

Con-Crete (interior) may be applied over wood in addition to the above-mentioned surfaces. Application of this product eliminates the finish coat on plaster walls and gives the same effect as sand finish.

Six attractive pastel colors with either smooth or sand finish are available

THE CON-COR PAINT Co., 4550 Main St., Kansas City, Mo.

Paint Brush Has Paint Reservoir



A revolutionary method of paint brush manufacture made possible through the use of the man-made taper in the scientifically designed bristle, Neoceta, has resulted in the development of a painting tool that will enable the custodian to apply wall paints faster, more efficiently, and with less effort.

Known as the FleetWing Wall Coater, the device utilizes a locked-in construction of specially engineered paint brush bristle. The coater offers additional paint-carrying facilities and a built-in paint reservoir.

It consists of two narrow metal channels in which double-length strands of scientific bristle are so locked that they can never come out or shed to mar the finished paint job. The handle, which is somewhat longer than those of conventional paint brushes, permits an easy, free-swinging stroke to provide coverage for large areas.

PITTSBURGH PLATE GLASS Co., 632 Duquesne Way, Pittsburgh, Pa.



There's a Franklin Distributor as close as your telephone ... he carries a complete line of top-quality maintenance products and—if you have a special maintenance problem, he is the man to help you . . . call today.



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with TORNADO CLEANING





The scrubbing of floors is simple . . . but how about picking up the water and scrubbing solution? Now you can eliminate mops and wringing pails and other slow tedious methods.

With Tornado you merely slip on the famous squeegee attachment and once over leaves the floor clean and dry . . . in less time than ever before.

But, that's only one of the many things your Tornado will do. Use it for regular vacuuming of floors, rugs, fixtures, or as a blower-

sweeper for sidewalks, under desks, gymnasiums and stadiums. In fact, it's the most versatile cleaner you can use. Write for bulletin 600.

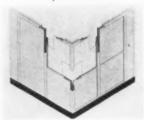
Tornado Model 92 School Cleaner 4 Cleaning Tools in One Versatile Machine

- A standard type tank cleaner!
 A shoulder type vacuum cleaner!
- 3. A shoulder type blower-sweeper!
 4. A portable hand type blower!

FUER ELECTRIC MFG. CO

5088 North Ravenswood Avenue, Chicago 40, Illinois

Movable Partitions Of All-Steel



Complying with government regulations to reduce the amount of steel in movable partitions, the engineers of Virginia Metal Products Corp.

SE-214 have created a new movable steel partition designated types "FF" and

These new, all steel Mobilwall partitions are just 23%" thick yet, because of structural improvements utilizing new rolled shapes, a stronger partition with full sound reduction values is obtained.

Substantial cost savings are also effected. Shipment costs are lower, Labor savings in installations are also achieved because a unit panel is handled by one man instead of two. Half-link plates permit lay-in wiring through the posts. All joints are completely flush—and far less component parts for improved service are required.

The FM Mobilwall interlocks at all post positions with the FF flush type of partition.

Virginia Metal Products Corp., 60 Hudson St., Dept. A, New York 13, N. Y.

SE-215

Dark Field Microscopes For Medical Labs



New dark field microscopes combine the latest American Optical Spencer mechanical features with an improved illuminating system. The specimens are made luminous and visible by a cone of light striking the specimen from all sides at an angle to avoid entering the objective. The light source is centerable in relation to condenser optics and the condenser is quickly adjustable for slide thickness from 1.15 mm to 1.25 mm.

AMERICAN OPTICAL Co., Southbridge, Mass.

Intercom Unit Requires No Installation

The Vocatron Intercommunication Unit requires no special installation—it plugs into any standard 110 volt electrical outlet, AC or DC. Vocatron will not bypass main power line transformers and best results are obtained when the two units are on the same fused circuit.

Buildings served by separate transformers are assured of privacy. Under most conditions, Vocatron makes intercommunication possible between separated buildings, often up to ½ mile away, when they are serviced by the same transformer.

The unit measures 63/4" x 51/4" x 43/4" Weight is 31/4 lbs

43/4". Weight is 31/2 lbs. E. W. A. Rowles Co., Arlington Heights, Ill.

SE-41 ONLY Universal gives you ALL these advanced features For 180 Your choice of electric, gas or steam booster can be built right into Universal Dishwashing Rinse Machines, Meets Health Authority requirements. Requires no extra plumbing. Saves installation STATIONARY WASH . REVOLVING WASH You get the BEST water pattern for your washing job. Your shoice of 29 MODELS FOR EVERY DISHWASHING NEED You Pay No More - But You Get More Value when you install a Universal COMMERCIAL TYPE dade By World's Largest Exclusive Producer of Dish, Glass and Sil-ver Washing Machines. Write for complete catalog today -

57 WINDSOR PLACE, NUTLEY 10, NEW JERSEY





AT THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS MEETINGS-

You'll find a cordial welcome and a display of well-designed classroom and auditorium furniture that will be well worth seeing. Be sure to visit the Heywood-Wakefield exhibits at

ST. LOUIS.......FEBRUARY 23 THROUGH 27
LOS ANGELES...MARCH 8 THROUGH 12 • BOSTON......APRIL 5 THROUGH 9



School Furniture Division
GARDNER, MASS., and
MENOMINEE, MICHIGAN

Table Desk

SE-217

For Lower Grades

The Model 302 Table Desk is offered for lower grades by General School Equipment Co. The desk top is a roomy 18" x 24". The desk is hinged to cover a convenient book box. The lid operates smoothly and silently, traveling forward as it rises. It is not necessary to remove working materials from the top of the desk to get at equipment in the book box.

The sturdy double-tube understructure gives full support yet provides knee room when the student is getting into or out of the chair. The desk top is made of beautifully grained birch face wood, with core of solid lumber throughout. A marproof, plastic desk top surface is also available.

GENERAL SCHOOL EQUIPMENT Co., 44 S. 12 St., Minneapolis 3, Minn.

Cement

SE-218

For Setting Anchor Bolts

Anchor bolts for permanently fastening machinery, seats, or equipment of any type to concrete, can now be set easily, quickly and with complete safety by using Por-Rok Quick Setting Cement.

This product replaces critical lead

and sulphur for most bolt-setting operations. Applied cold, there is no heating hazard.

It is extremely simple to use; merely drill a hole, set bolt in place, mix Por-Rok with water, and pour into opening around bolt. Within 15 to 30 minutes, the bolt is anchored permanently.

THE HALLEMITE MFG. Co., 2446 W. 25 St., Cleveland 13, Ohio. Dept. SEM.

Glass Block

SE-219

In 12" Sizes



Pittsburgh Corning announces the "Big 3", 12" additions to their line of "55" Functional Glass Blocks for light control in critical seeing areas. Three new patterns of the 12" modular dimension include the 12" Prism A 55, the 12" Softlite Prism B 55 LX and the 12" Softlite Essex B55 LX Blocks

Some of the features include: 30% higher light transmittance for north exposure, 20% lower brightness on sunny walls; waste-free construction economy; clean-easy face finish for easy installation cleaning; color-coded installation guide marks.

PITTSBURGH CORNING CORP., 307 Fourth Ave., Pittsburgh 22, Pa.

Textile Kit

SE-220

Contains Fabric Samples

School Products Co. have a textile teaching kit especially prepared for teachers of textiles in home economics, consumer education, distributive education and retailing departments.

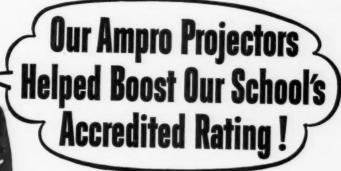
This is the Improved Teacher's Package #1202, containing swatches of 50 different basic textile fabrics, each mounted on a 3 x 5 card giving all the pertinent information about the materials, such as uses, recognition features, etc.

The kit precludes the difficult and tedious work of shopping for all these materials.

Swatches to service 30 students with the same 50 materials (no cards) are also available,

School Products Co., 111 Hudson St., New York 13, N. Y.







3 BIG REASONS

Teachers Prefer



WEIGHS ONLY 29 LBS. COMPLETE Compact and lightweight, the Stylist can be carried anywhere with ease.



EASY TO SET UP, THREAD AND RUN A 12-year-old student can operate the Stylist—it's that simple!



SIMPLE CENTRALIZED CONTROLS Handy panel arrangement puts everything right at operator's finger tips.

Students Learn Faster, Remember Longer, Enjoy Subjects More When Taught the Low Cost Stylist Way!

The remarkable new Ampro Stylist Projector is acclaimed by school management, instructors and students alike. Management favors the Stylist's low initial cost, thrifty upkeep, and because it's easy on film. Instructors prefer the Stylist's handy light weight, easy set-up, simple operation, and hour-long reel showings. Students like the Stylist's crystal-clear pictures—true-to-life sound ... and quiet running motor.

You, too, will prefer the Ampro Stylist for your school—once you compare it feature for feature with all others!

for 339900

Ampro Stylist

16mm SOUND PROJECTOR



2835 No. Western Avenue Chicago 18, III.

8mm Cameras and Projectors . 16mm Sound-on-film Slide Projectors . Tape Recorders

----- MAIL COUPON TODAY!-----

Ampro Corp. (A General Precision Equip. Corp. Subsidiary) 2835 N. Western Ave., Chicago 18, Illinois

Rush FREE literature on amazing Ampro Stylist Projector . . . also folder on Ampro Model 690 Power Speaker.

Address

City.....Zone...State.....



The Public Schools of Peoria, Ill. have two buses equipped with Anthony Lift Gates for safer, faster loading and unloading of the handicapped children now attending classes. This equipment is being used on both grade and high school buses.

The Lift Gate provides a hydraulicpowered elevator which safely raises and lowers the children between the street and sidewalk level and the floor of the bus. When not in use, the "gate" folds up and closes with the rear door. However, as an added safety measure, the gate can be lowered instantly should the rear door be needed as an emergency exit.

THE ANTHONY Co., Streator, Ill.

Double Boilers

Made of Aluminum

SE-222



The Wear-Ever Aluminum alloy double boilers shown above are available in 8, 12, and 20 quart sizes (inside container capacity). The inside containers are constructed of Alclad Aluminum, which consists of sheets of high purity aluminum permanently bonded to a core of high tensile strength aluminum alloy. This feature eliminates pitting through, yet provides users with a strong, dent-resistant utensil. Another unusual feature of the utensils is that the round inside containers will stand alone.

THE ALUMINUM COOKING UTEN-SIL Co., New Kensington, Pa.

Toilet Compartments SE-223 No Metal Used in Construction



The new toilet compartment shown above is the result of a combination of several non-metallic materials that have been discovered to be particularly suitable for the construction of such a unit. Components consist of hardboard sheets cemented under pressure over solid insulation board with reinforcements for fittings and fastenings. Partition Panels, Pilasters and Doors are flush type and fabricated to dimensions that comply with the modular system of dimensional coordination.

THE SANYMETAL PRODUCTS Co., INC., Cleveland, Ohio.

THE SCHOOL EXECUTIVE for FEBRUARY, 1952





Specialists in materials for building and resurfacing most of the nation's tennis courts can help your school have the best courts.

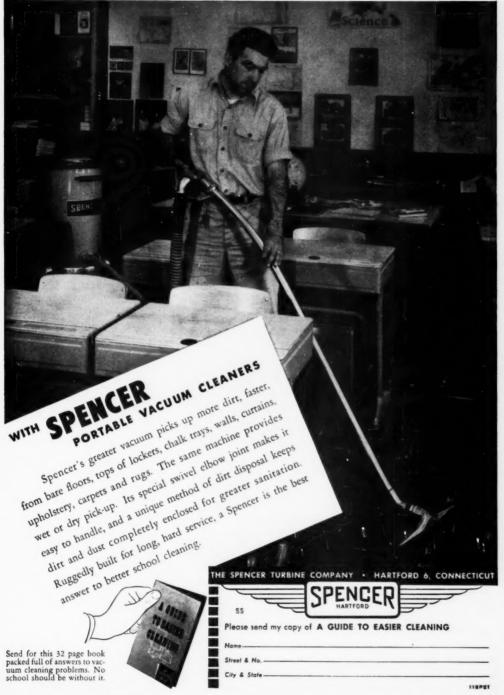
- FOR ECONOMY-Modest first cost, lowest upkeep.
- FOR APPEARANCE—Colors, red, green or gray-black, make your courts attractive.
- FOR BETTER TENNIS—True plane, "fast-bounce surface," sure footing—no wonder better players are made on LAYKOLD and GRASSTEX Courts!

AMERICAN Bitumuls & Asphalt COMPANY

200 BUSH ST. . SAN FRANCISCO 4, CALIFORNIA

Providence 14, R. I. Perth Amboy, N. J. Baltimore 3, Md. Columbus 15, Ohio St. Louis 17, Mo. Mobile, Ala. Batan Rauge 2, La. Tucson, Ariz. Inglewood, Calif. Oakland 1, Calif. Portland 7, Ore. Seattle, Wash. Washington 6, D. C. San Juan 23, P. R.

BETTER SCHOOL CLEANING



Fire Extinguisher Will Not Corrode

The General Detroit and the General Pacific Corporations announce a one-quart fire extinguisher that will remain free from corrosion.

SE-224

A corrosion arrester exclusively featured in General Quick Air Fire Guards is a definite part of the pump which purifies the liquid and eliminates corrosion.

This extinguisher meets requirements of Board of Railway Commissioners and Inter-State Com-

merce Commission for use on buses. Underwriters' rating B-2, C-2.

THE GENERAL DETROIT CORP., 2272 E. Jefferson Ave., Detroit 7, Mich.

Radial Arm Saw Is Low in Price

High on the list of the Mitermaster Radial Arm Saw's features is the fact that it will fit any $2\frac{3}{4}$ " drill press column and may be swung to one side when not in use without



limiting the function of the drill press in any way.

Marketed less motor, belt pulley and saw, Mitermaster can be used with motors of from one quarter to one horsepower, depending on individual requirements. While designed primarily for cut-off and dadoing operations, it will perform many other specialized operations including rabbeting, ploughing, and shaping.

Weight is only 50 pounds. R. W. Hendrick Co., 11 Schuan St., Marblehead, Mass.



 School authorities, architects and builders, PTA's all have insisted on the maximum in sanitary washing facilities—as witness the almost universal use of Bradley Washfountains in modern school buildings everywhere.

Bradleys provide more facilities in given space, reduce piping connections and installation by 70% or more, and save on water consumption.

With foot-control, hands are free to wash in the clean running spray of water. Hands make no contact with possible germ-carrying surfaces. There are no faucets. Up to 10 wash simultaneously at the 54-inch model which may be supplied with juvenile height pedestal for little folks. Catalog 4701 will help you select style and type. Copy free on request. BRADLEY WASHFOUNTAIN CO., 2233 W. Michigan Street, Milwaukee 1, Wisconsin.



Distributed through Plumbing Wholesalers

Flooring Material SE-226 Is Practically Indestructible



Worn, cracked, rutted and disintegrating floors of concrete, wood, asphalt and composition material can be transformed into like-new condition, inexpensively with improved Roc-Wood.

This product is a basically different kind of material composed of hardwood fibers chemically treated and bonded together with a plastic binder. The combination of wood, chemical and plastic results in a smooth, skid-proof surface.

It can be laid with a trowel, using pre-mixed ingredients, by inexperienced help quickly and easily. It hardens by chemical action and is ready for unlimited use within 24 hours. In appearance, Roc-Wood resembles expensive cork flooring. It wears longer than concrete and has a resiliency that reduces standing and walking fatigue to a minimum.

Roc-Wood Flooring, 364 E. 23 St., Chicago 16, Ill.

THE SCHOOL EXECUTIVE for FEBRUARY, 1952



THIS GRUELLING TEST helps you get more for your money in G-E Projection lamps. G-E technicians continually measure lamp life and light at high temperatures, simulating actual operating conditions . . . one of many check-ups in General Electric's quality control of production.



MECHANICALLY formed filament, shown in plastic display, is typical of G-E improvements that mean better service, lower costs for you.



G-E Projection lamps

Tests burn 'em "hot" to keep you "cool"

Q. How hot does a projection lamp get? A. To deliver maximum light, projection lamp filaments must burn at better than 3000°C.! So General Electric tests its projection lamps really "hot" - under conditions at least as severe as in your projector-to make sure that their performance keeps you "cool", satisfied.

Constant inspection on the production line . . . constant research in the laboratory . . . help assure you of optical precision, more uniform screen brightness, maximum light, dependable performance from G-E Projection lamps.

To get the most from your projector, use G-E Projection lamps and keep a spare handy, so a burnout won't spoil slide or movie show.

Remember, there's a G-E lamp for every photographic purpose



GENERAL (SE) ELECTRIC

Roasting Pans SE-227 In Two Sizes



The Taste-Trough Roasting Pans are a new addition to the Harlow C. Stahl Co. line of cookware.

The pans feature a built-in trough which seals in the meat and flavor juices, providing a natural self-basting which produces savory foods. The handles of the pan rest close to the sides when not in use.

The pans are now being manufactured in two sizes only—the larger 1620 which measures $1642'' \times 20\frac{1}{2}'' \times 9''$ deep and the smaller 1812 which is $12'' \times 18'' \times 7''$. When used singly, dimensions are the same except for depths, which are $4\frac{1}{2}''$ and $3\frac{1}{2}''$, respectively.

The larger sizes will all be equipped with Reinforcing Steel Straps for durability and longer life.

THE HARLOW C. STAHL Co., 1375 E. Jefferson Ave., Detroit 7, Mich.

Alternator Systems SE-228 Produce More Current

School buses, etc. equipped with an inadequate generating system, find that much battery trouble can be traced to the increasing load of accessories. In vehicles, slow driving, long idling periods, and short trips aggravate battery trouble. The result is heavy expenses for replacement and recharging of batteries, breakdown of equipment, lost manhours, etc.

The L-N Alternator produces 25 to 35 amperes with the engine idling—enough current to operate accessories and charge the battery too. The Alternator also delivers its full capacity at low engine speed and maintains full output at top speed.

These Alternator Systems are made in a wide range of sizes and characteristics to meet every requirement of gas, gasoline and diesel engine applications.

THE LEECE-NEVILLE Co., Cleveland 14, Ohio.

Is Power-Driven, Portable

SE-229

More Educators choose American Optical Projectors



the Superb



MC 300

PROJECTOR

FOR SLIDES AND FILMSTRIP

Educators everywhere are acclaiming the AO MC 300 Delineascope for 2 x 2 slide and filmstrip (single or double frame) because it offers so much more in performance and outstanding features.

360° rotatable front that stops at any point, asswring upright frames... lamphouse remains cool for comfortable handling... instant switch from filmstrip to slides and back again... triple action fan cooling... choice of 3 AMERICOTE objectives, achromatically and anastigmatically balanced for clarity, color, and brilliance... instantaneous film threading... no pressure plates—nothing to scratch filmstrip surface... silent autofocus slide carrier... fingertip elevating lever... 300 watt bulb—greater brilliance than most projectors with double the wattage. For literature or the name of your nearest AC distributor, write Dept. 071.



INSTRUMENT DIVISION-PROJECTORS CHELSEA 50, MASS.

Scythe



A new power-driven, portable scythe for cutting and trimming weeds, reeds, and grass in normally inaccessible places, has been developed by Hoffco, Inc.

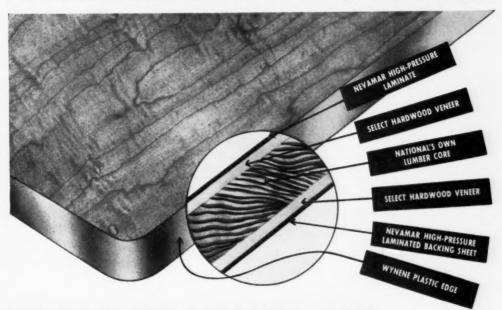
The Scythette weighs only 24 lbs., has a 1½ h.p. engine, and is 54" long. A convenient over-the-shoulder strap makes it easy to carry and handle. It cuts and trims efficiently any place a man can walk or row a boat (underwater cutting).

The unit requires approximately one gallon of gasoline for six operating hours and cuts a 20" swath

ating hours and cuts a 20" swath. Hoffco, INC., 441 N. 8 St., Richmond, Ind.

THE SCHOOL EXECUTIVE for FEBRUARY, 1952

THE PERFECT SURFACE FOR EVERY SCHOOL PURPOSE



NATCOLITE SCHOOL TOP...

Surfaced With NEVAMAR High-Pressure Laminates

- Natcolite School Tops greatly improve the brightness-ratio of old, dark classrooms. Uniform low light reflectivity is assured for every surface.
- Natcolite School Tops resist destructive impulses of school children.
 They connot be stoined by ink, paints, crayons. A damp cloth keeps them clean. No polishing is ever necessary.
- Natcolite School Tops offer a hard, non-porous surface that has all the wormth and beauty of wood, plus the enduring qualities of NEVA-MÁR. No refinishing or resurfacing is ever needed.

The superior qualities of Natcolite tops have been proven over a period of many years in institutional use, where they have been subjected to the most rugged treatment. More than 25 years of experience in the development of plastic tops has given National the "know-how" to produce the perfect top for school service. The Natcolite top is the complete solution to the age-old maintenance problem of school desks and tables.

NEVAMAR high pressure laminates, of full 1/16-inch thickness, in wood grain patterns, are used to surface the NATCOLITE SCHOOL TOP. A NEVAMAR backing sheet hermetically seals the bottom; and National's exclusive chip-ond-mar-proof Wynene plastic edge, specially constructed so that it cannot be removed, seals the sides.

The NATCOLITE SCHOOL TOP is furnished with every desk and table in the National line and is also available as a replacement top for old desks.



NATIONAL SCHOOL FURNITURE COMPANY

Division of National Store Fixture Co., Inc.

BALTIMORE 23, MARYLAND











NEW TEXTBOOKS

SE-301 Beginning Biology

Modern Biology, by Moon, Mann and Otto. 698 pages. \$3.96. Designed for the pupil of secondary school level who has had no previous experience in the scientific study of plants, animals, and man. The book offers a combination of the best features of the type, systematic, and principles courses. Organisms presented as types provide the pupil with an opportunity to study a complete plant or animal and the interrelations of its organs and life activities. Systematic study of plant and animal groups shows the relationship of living things, the development of life through various stages of complexity, and the wide variety of organisms which compose the living world. The study of principles is accomplished largely by the inductive approach. The book also recognizes the reading problems of many high-school pupils.

simplifying the vocabulary wherever possible. Words having important scientific meaning are printed in boldface type and pronounced phonetically. Each is defined in the text and again in the glossary. Illustrations supplement the text. Henry Hot. & Co., 257 Fourth Ave., New York 10,

SE-302 Sports Equipment

Sports Equipment, Selection, Care and Repair, by Bourquardez and Heilman. 358 pages, \$5.00. This book puts authoritative information at the disposal of purchasing agents, physical education and recreation personnel. It answers questions pertaining to equipment in twenty-two major and minor sports and gives exact descriptions of the construction, materials, standards, amounts needed, expected life and proper care of both clothing and sports equipment for the different activities. A. S. Barnes & Co., 101 Fifth Ave., New York 3, N. Y.

SE-303 Physical Chemistry

Physical Chemistry, by Moore. 592 pages. 85.00. An account of physical chemistry designed for students in the sciences and in engineering. A prerequisite knowledge of calculus, college physics, and two years of college chemistry is assumed. The book stresses the importance of the students learning methods rather than facts alone. PRENTICE-HALL, INC., 70 Fifth Ave., New York, N. Yes.

SE-304 Pre-Adolescent Reading

The Six Robbens, by Marion Barrett Obermeyer. 224 pages. Third-grade vocabulary, preadolescent interest. \$1.80. Teachers of nine, ten, and eleven year olds on the look-out for fresh material to stimulate the children's personal reading will be interested in this book. Suitable for school libraries. Scott, Foresman & Co., 433 E. Erie St., Chicago II, Ill.

1 SE-305 Grade 6-8 Reading

Rod, the Sky Lad. Grades 6-8. 181 pages. \$1.48. All young readers with a normal interest in airplanes will like this new reader about a teen-age air-minded boy. BECKLEY-CARDY CO., Chicago, Ill.

AUDIO-VISUAL AIDS

SE-306 Haydn Recording

Columbia Records announces a new LP release of Haydn's Symphony No. 94 in G Major and the Symphony No. 103 in E-Flat Major. Sir Thomas Beecham conducts the Royal Philharmonic Orchestra. COLUMBIA RECORDS INC., 799 Seventh Ave., New York, N. Y.

SE-307 Shakespearean Films

Authory and Cleopatra and Julius Caesar, Iomin. These two films were produced in Great Britain with top-flight professional casts and highest technical standards. Each of these, films is a faithful condensation of Shakespeare's play, designed for high schools, colleges, and adult groups. Accompanied by a Teacher's Guide. Young America Finans, Inc., 18 E. 41 St., New York 17, N. Y.

SE-308 Science Filmstrips

Looking at the Stars, How Heat Travels, Full-length black-and-white filmstrips. Each strip is built around a science curriculum topic brought up-to-date with current science material gathered by the editors of Popular Science Monthly, Distributed under the Filmstrip-of-the-Month Plan, Popular Science Publishing Co., 353 Fourth Ave., New York 10, N. Y.

SE-309 Biographical Films

Six new 16mm films in the Builders of America series are now available for rental or sale. Titles are: Eli Whitney, Horace Mann, Abraham Lincoln, Susan B. Anthony, Booker T. Washington, and Andrew Carnegie. For use in junior and senior high school history, civics, and social studies classes. Each film biography reconstructs the childhood environment and the situations and character drives which formed the basis for their future greatness. Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill.

SE-51

SHELDON U.S.A.

These 3 quality machine tools are especially adapted to school use because of their:

Write for the SHELDON Catalog showing and describing (with complete specifications) the line of: SHELDON Precision Lathes (9", 10", 11", and 13" Swing), Sheldon Milling Machines, Sheldon Shapers and Sheldon Machine Tool accessories and

and Sheldon Machine
Tool accessories and
attachments.

SHELDON

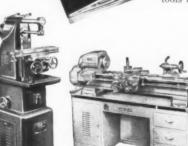
AMPLE SIZE—permits wide range of practical projects.

STANDARD DESIGN—true industrial tools with standard controls.

PERMANENT ACCURACY—these tools hold their accuracy under student abuse, do not require constant rebuilding and servicing.

SAFETY — all drives completely enclosed; all speed changes made by external levers.

PRICE—these are moderate priced tools that school shops can afford.







12" Back Geared Shaper

SHELDON MACHINE CO. Inc.

Manufacturers of Sheldon Precision Lathes . Milling Machines . Shapers 4236 N KNOX AVENUE . CHICAGO 41. ILLINOIS. U. S. A.



Pella Venetian Blinds are not only attractive and functional, but they are specially designed and constructed to stand up under hard classroom use. Compare Pella's many quality features that make these blinds the ideal, low-maintenance installation for your school rooms and offices.

ONLY Pella OFFERS YOU ALL THESE QUALITY CONSTRUCTION FEATURES

10 YEAR GUARANTEE . . . Pella's neat metal headmember and the enclosed operating mechanism are guaranteed for 10 years against mechanical defects. New design end brackets enable entire blind to be taken down for cleaning without the aid of tools.

SEPARATE LOCKING CORD . . . Separate locking cord holds blind at any height. Minimizes frictional wear on operating cords. Exclusive Pella feature.

SLIP-PROOF TILTING . . . Tilt cords never slip out of reach. Tilting mechanism with silent positive gear action outwears life of the blind.

EXTRA LARGE PULLEYS . . . Pella pulleys are one whole inch in diameter. Made of self-lubricaling Lignum-vitae wood, they always roll smoothly. This feature reduces cord wear to an absolute minimum.

NO JERKING OF CORDS . . . Pella's separate locking cord eliminates jerking of the operating cord from side to side to lock and unlock blind position. Another exclusive Palla feature.

NEW NYLON CORDS . . . They last twice as long! Pella's nylon cords are neater, more soil resistant than ordinary cortion venetian blind cords. Pella offers colorfu, soil ladder tapes or the new soil resistant plastic hapes. Makers of famous Pella Roiscreens, Pella Casement Windows, and Pella Little-Proof Shades.



ROLSCREEN COMPANY, Dept. D-13, Pella, lowa

Without obligation, please send me the FREE booklet on Pella Venetian Blinds in Schools.

NAME

CITY AND ZONE STATE

ALSO MAKERS OF FAMOUS PELLA ROLSCREENS AND CASEMENT WINDOWS

AUDIO-VISUAL AIDS

SE-310 The Analytical Balance

The Analytical Balance and Its Use. I6mm sound. 13 minutes. Produced by the University of Illinois with the cooperation of Fisher Scientific Co., this film makes it possible for each student in a mass demonstration to observe the proper operation and correct technique involved in the use of this basic laboratory tool. Topics discussed in the film include the construction of the balance; theory of balance swing and practical determination of rest points; weighing; and special types of balances. Mr. L. V. Peterson, 119 Gregory Hall, University of Illinois, Urbana, Ill.

SE-311 New Current Affairs Filmstrips

Four new Current Affairs filmstrips are

CORPORATION

available: Women and Work presents pro and con arguments on woman's place in the home vs. a career. Mass Production treats the contribution of modern mass production methods and mechanization to our high standard of living. The problems confronting national, state, local governments relative to the movement of people and goods are presented in the filmstrip Transportation—Our Nation's Bloodstream. Research Points the Way shows numerous research methods from consumer interviews and blind-fold tests, through complex scientific investigation. Current Affairs Films. Div. of Key Productions, Inc., 18 E. 41 St., New York 17, N. Y.

SE-312 Family Gardening

How to Speed Dozens of Books

From One Floor to Any Other —

A set of six filmstrips on family gardening is available from Impco. Inc. Titles are: Soil Preparation, Planting and Growing,

SE-53

Harvesting and Using, Preserving and Storing, Some Special Garden Problems, and What is Family Gardening? IMPGO, INC., 1050 Boulevard, New Milford, N. J.

SE-313 Color Slides of the West

Paul W. Nesbit announces a large selection of color slides of Rocky Mountain scenes and nature subjects, also many of other western National Parks, National Monnenents, and interesting features from Alaska to Mexico. Suitable for classroom use in Geography, Geology, Botany, Zoology, Ecology, and Archeology. Paul W. Nessert, 711 Columbia Rd., Colorado Springs, Colo.

SE-314 Filmstrips on Phonics

Phonics: A Key to Better Reading. A series of six full-color filmstrips for primary through junior high school grades. Captioned drawings explain word sounds and offer exercises for identification and practice. They offer many opportunities to learn a useful method of associating sounds with printed symbols. Special attention is given to hearing and saying sounds and to hearing and saying words. Society for VISICAL EDUCATION, INC., 1345 W. Diversey Parkway, Chicago 14, Ill.

SE-315 Alice and Jerry Reading Series

Alice and Jerry Reading Series, Second Grade Set. This is another in the group of filmstrip sets designed to correlate with the Alice and Jerry Readers published by Row, Peterson & Co. The Second Grade set correlates with the text "The New Friendly Village" and aids in second grade word recognition. It presents through subtitled photographs the varied customs and activities typical of various U. S. areas. Society FOR VISUAL EDUCATION, INC., 1345 W. Diversey Parkway, Chicago 14, Ill.

SE-316 Teacher-Pupil Planning

How Pupils and Teachers Plan Together. Filmstrip. This filmstrip illustrates the principles of teacher-pupil planning. Although designed for use with in-service and pre-service teachers, the pupil-teacher planning process is presented in such detaining process is presented in such detaining that the film can also be used in explaining the method to parent groups. Audio-Visual. Materials. Consultations Burrau. Wayne University, Detroit 1, Mich.

SE-317 Atomic Explosion

How to Lessen Chances of Injury from an Atomic Explosion. Filmstrip. Color. This single-frame filmstrip consists of 45 captioned frames. It was designed primarily for the elementary grades and has as its main objective, the visualization of some things the children can do to protect themselves from injuries caused by atomic bombing. It dramatizes situations at school where a child would most likely be during an atomic bomb alarm test or actual attack. Society for Visual. Education, Inc., 1345 Diversey Parkway, Chicago 14, Ill.

SE-318 Iceland

Sumy Iceland. 16mm Sound. This film is designed to familiarize the student with the habits and livelihood of the people of Iceland. HOLLYWOOD FILM ENTERPRISES, INC., 6060 Sunset Blvd., Hollywood 28, Calif.

In Seconds! VMP Conveyor Routs 4½ Tons of Books in One Hour

Just a push of a button gives smooth, safe highly dependable service. You send books from storage floor to any floor, or, from one location on any floor to any location on the same or another floor. You get precisely the loading and unloading arrangement that best fits your library's own needs.

FREE:

2-color brochure describes the VMP conveyor and gives valuable facts about savings secured. With the installation of the VMP modern vertical and horizontal book transmission system, you greatly speed up service to readers and eliminate messenger work. Do solve your vertical and horizontal book delivery problem now by phoning or writing Virginia Metal Products Corporation — today.

VIRGINIA METAL PRODUCTS CORPORATION

DEPT. 2 • 79 THOMAS STREET • NEW YORK 13, N. Y.



FOLDING TABLES & BENCHES SAVE SPACE, HELP IN CONTROLLING BUILDING COSTS!

Accepted by school officials and architects across the country as a satisfactory and practical means of economizing in school construction. In-Wall units install flush with the wall of the activities room—roll out rapidly and easily to convert it for lunch hour use. Eliminate the need for separate lunchroom and table and chair storage space. If you are not thoroughly familiar with the many advantages of this equipment let us send you our catalog.

Schieber Sales Co. 12716 Burt Road Detroit 23, Michigan

In Canada La Salle Recreations Ltd. 945 Granville Street Vancouver, B. C.













it's CRETORS

HOLLYWOOD JR. 55

Compact, low cost Economy Popper of life-time welded steel construction; stainless steel popper case bottom, inside and outside corner trim. 30" wide, 20" deep, 66" high. Pops approx. \$15 worth of corn per hour POPCORN, the nation's favorite food, can produce a substantial income for every school and college. Profits from popcorn sales can be used to buy all kinds of necessary school equipment, e.g. musical instruments, athletic equipment, library books.

Let a Cretors popcorn machine introduce you to this new, productive source of revenue. Cretors machines have been making profits in other fields since 1885. Write for full information. No obligation, of course.

"The Oldest Name in Popcorn"

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MANUFACTURERS' CATALOGS

SE-319 Glass Chalkboards

The Trend in Schools is to Glas-Board. Specifications of the colored glass chalk-board, Glas-Board, are contained in this new piece of literature. GLAS-BOARD, INC., Canfield, Ohio.

SE-320 Whiteprinting Outfits

Save Time and Money with the Spec-Dee Whiteprinter. Economical, portable whiteprinting outfits are illustrated and described in this colorful brochure. The whiteprinting outfits are designed to produce sharp, clear, easy-to-read black, blue, maroon or sepia line positive prints by the moist-diazo or the ammonia-fume method. They are available in three sizes, for prints up to 12" x 18", 18" x 24", and 24" x 36". Write for a copy of Spee-Dee Outfit Bulletin 106. Peck & Harvey, 5736 N. Western Ave., Chicago 45, Ill.

SE-321 School Coach

Superior by Every Safety Standard. An unusual 12-page catalog announces the new 1952 Pioneer Safety School Coach. One section deals with passenger safety and shows precisely how every child is protected while riding in the new Pioneer. Another division shows features engineered for greater driving safety. Superior Coach Corp., Lima, Ohio.

SE-322 Kindergarten Blocks

Playskool Blocks. A number of different block building kits are shown in this leaflet. Designed for children from 18 months to 9 years of age. PLAYSKOOL MANUFAC-TUKING Co., 1750 N. Lawndale Ave., Chicago, III

SE-323 Darkening Curtains

LuXeut, the Newest Answer to Your Room Darkening Problems. These new curtains for room darkening are completely lightproof, waterproof, and flameproof. There is even a windproof curtain available which will not blow about even when next to an open window. The curtains also give protection against atomic radiation. PLASTIC PRODUCTS, Richmond, Va.

SE-324 Stage Equipment

Complete Stage Equipment, Curtains, draperies, scenery, and stage rigging are some of the items shown in this new brochure. Illustrations are included from actual school installations. Hubber Mitch-ELI. Industries, Hartselle, Ala.

SE-325 Woodworking Plans

Atlas, 20 Practical Woodworking Plans for the Home Shop. \$.50. A number of simple woodworking projects are shown in this book which might be adapted for use in the school shop. Plans, lists of materials and simple directions are given. ATLAS PRESS CO., Kalamazoo, Mich.

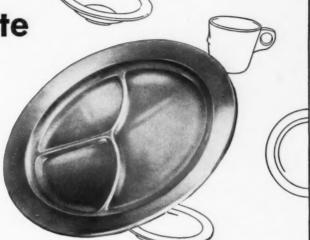
SE-326 Electric Typewriter

Beauty and the Best. A beautifully illustrated folder which tells the exclusive features of the Remington Rand all-electric typewriter. REMINGTON RAND INC., 315 Fourth Ave., New York 10, N. Y.

THE SCHOOL EXECUTIVE for FEBRUARY, 1952

A Complete

Line ...
without
a Break



Mix or Match:

POWDER BLUE

GOLDEN YELLOW

SEA FOAM GREEN

TAWNY BUFF

STONE GRAY

FOREST GREEN

CRANBERRY RED







Not just a few pieces, but a complete line of dinnerware that is practically unbreakable. It's yours when you specify BOONTONWARE.



Twenty-three items right now, and more to come. Every piece a fashioning of Melmac® at its finest . . . in style, weight, and durability. And seven handsome colors to consider in building or accenting your decorations.





When you make the all-important dinnerware decision, choose a complete line.

Go all the way with BOONTONWARE, the Melmac line that has a piece for every food service need.

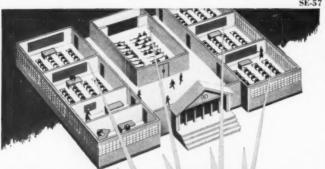
See your regular Supply House or write to us for the name of your nearest Dealer.



Boontonware complies with CS 173-50, the heavyduty melamine dinnerware specification at developed by the trade and issued by U. S. Department of Commerce, and conforms with the simplified practice recommendations of the American Hospital Association. Boontonware

fine dinnerware fashioned of MELMAC®

BOONTON MOLDING COMPANY, Boonton, New Jersey



Educators hail new simplified school intercom!



Executone gives you instant voice-to-voice contact with every part of the school

Easier, more efficient administration can be achieved with this modern low cost intercom system. Executone meets all essential communication needs of every school!

Just push a button—for instant twoway contact with every classroom . . . to quickly locate roving personnel . . . to make announcements.

Teacher's privacy protected—Principals can study teaching methods via Executone. An optional indicator lamp signals when the "line" to a class is open. Calls to principal's office are signalled by chime and light.

Emergencies-During fire, or air raid

drills, Executone prevents confusion ... quickly locates nurse or doctor ... safeguards life and property.

Easy to operate — dependable — This simplified intercom system has no complicated control panels...no microphones...no headsets or telephone receivers.

Easily installed in existing and proposed schools. Large or small schools can expand their Execution with record turntables, radio tuners and public address speakers.

A time clock can be used in conjunction with Executone to automatically signal class periods.

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MANUFACTURERS° CATALOGS

SE-327 Folding Tables, Benches

Monroe Folding Tables, the Pillar of Perfection. This new 24-page, 1952 Catalog features the Monroe De Luxe Folding Pedestal Banquet Table. Special design features such as the rigid chassis, non-tip design, easy storage, no knee interference, locking design, and pedestal installation are fully described and illustrated. THE MONROE CO., 66 Church St., Colfax, Iowa.

SE-328 Entrance Doors

Ellison, the Balanced Door. Many illustrations, detail drawings, specifications and list of installations on the Ellison entrance door are shown in this new 12-page catalog. Names and addresses of authorized representatives in all principal cities are listed. ELLISON BRONZE CO., INC., Jamestown, N. Y.

SE-329 Thermostat

The Lady Who Loved a Thermostat. This booklet text is a light-hearted treatment of the serious subject of how the modern thermostat operates to bring comfort to the rooms it controls. Perfex Corp., 500 W. Oklahoma Ave., Milwaukee 7, Wis.

SE-330 Brushes

Industrial & Domestic Brushes, Catalog No. 204, 1952. Flour City has just put out their latest comprehensive catalog on all types of brushes for all types of maintenance jobs. Illustrated, with complete descriptions and prices. FLOUR CITY BRUSH Co., 1501 Fourth Ave., S., Minneapolis, Minn.

SE-331 Safety Rules for Power Tool Operation

Safety Rules for the Safe Operation of Power Woodworking Tools. Shop teachers will find this booklet very helpful in making their students safety conscious. It tells how to safely operate the bandsaw, circular saw, drill press, grinder, jointer, lathe, shaper, and sanders. Frank Panton Lumber Co., 1004 Baltimore, Kansas City 6, Mo.

SE-332 Shop Equipment

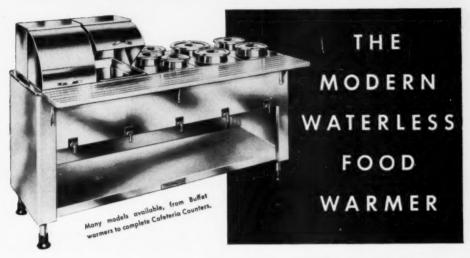
Everybody Wants Hallowell Shop Equipment of Steel. This folder describes the Hallowell line of steel shop equipment. Included are pictures, details and shipping weights of Hallowell cabinet benches, work benches, bench legs, drawers, shop desks, cabinets, tool stands, carts, stools and chairs. STANDARD PRESSED STEEL Co., Box 32, Jenkintown, Pa.

SE-333 Classroom Furniture

Educators Blonde Hardwood Functional Classroom Furniture. The furniture described in this folder fits its function to changing classroom needs. There are various sizes and shapes of tables which permit the arrangement of numerous table groupings at will to accommodate different teaching requirements, conserve floor area, facilitate traffic flow, and minimize classroom congestion. A copy may be secured from EDUCATORS FURNITURE & SUPPLY CO., INC., 5912 R St., Sacramento, Calif.

THE SCHOOL EXECUTIVE for FEBRUARY, 1952

THURMADUKE





Surprising as it may seem, many otherwise modern food service establishments continue to keep food warm by methods not too different from those used by the ancient Romans.

"New" equipment of this same type is still being made today.

That's why it's important to you to be sure the new food warmer you buy is truly modern. Let your THURMADUKE Dealer explain the advantages of the modern waterless THURMADUKE; the importance of Selective Heat Control, of efficient insulation, of sharply reduced operating costs. We think you'll agree: No food service operation is completely modern without THURMADUKE.

See your THURMADUKE Dealer or write for Catalog S-2

DUKE MFG. CO., ST. LOUIS 6, MO.



COORUGULE



BUILT TO STAND THE WEAR AND TEAR OF SCHOOL KITCHENS

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Actually, that's the first requirement for the kitchen ware you buy!

And Commercial Cookware takes that wear and tear right in its stride because it is designed and made that wav—

Double Strong at the top rim and bottom where it's most needed!

But more! . . . Commercial Cookware is rightweight, bright and easy to clean . . . Still, it uses all the heat but doesn't scorch the food!

That's why so many Professional Cooks everywhere prefer Commercial Cookware.

Let us show you our Complete Line including many exclusive sizes and styles. Our Catalog is yours for the asking.

Clip Coupon below and mail today!

DOUBLE STRONG WHERE MOST NEEDED



- ★ Heaviest and Strongest where most needed for rugged wear
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- Aluminum for lightness and long life
- ★ Satin Surface for cleanliness and eye-appeal
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SCHOOL LUNCH

School Lunch Management Practices, Part III

n answer to the question: "What do you believe is the outstanding feature of your school lunch program?" the following ideas were submitted. Thirty-three schools felt that the outstanding feature of their lunch program was the quality and quantity of food served, providing children with a balanced diet and a warm meal. Seventeen voted for good food at moderate cost; seven for the centralization of responsibility in the lunchroom manager; six for reliable cooks, good menus, facilities and management; three for popularity and acceptance by community: two for making the lunch program part of the educational program; two for cooperation of pupils and staff; one each for relatively large number of free lunches served to children unable to pay, rapid lunchroom service. pride of cafeteria workers in their jobs, sanitary conditions, increase in number of plate lunches over previous year, good food at low prices without help of government subsidy, expansion of lunch program to other schools.

Major Problems

School systems were asked, "What is your major school lunch problem?" Ideas expressed and the number of schools expressing each idea follow:

Twenty-one school systems felt that making the program support it-self and keeping down cost to children was the major difficulty; fifteen said lack of sufficient space; nine said financing equipment and physical facilities. Four school systems voted for getting more children to eat in the cafeteria; four for adequate supervision of the program; and four for scarcity of trained personnel. Two

voted for salaries; one each for getting a program under way; expanding the program to include regular plate lunches; lack of teacher cooperation; dry storage space; U. S. Government reports; feeding all children during one noon hour; free lunches; lack of surplus commodities; table manners and eating habits; public relations on nutrition and balanced meals.

Can Publications Help?

Ninety-five percent of respondents answered "ves" to the question, "Can THE SCHOOL EXECUTIVE help you with your school lunch problems?" They offered the following ways: in an advisory capacity; with information on new equipment, floor plans for new buildings and what is being done in other systems; with menus, suggestions on buying, management, wholesale and retail purchasing; with articles on more efficiency; by encouraging good training for lunchroom supervisors; by collecting statistical data from other schools; by articles about food service administration and management practices in other sys-

What Was Accomplished?

At the end of this study on school lunch management practices several conclusions we're reached. Many competencies and skills are necessary in operating a school lunch program. Facilities and equipment must be planned and obtained. Labor must be hired and trained. Great quantities of food must be purchased and stored. Records must be properly maintained. Careful budgetary planning must be constantly exercised. Well balanced, attractive meals must be planned and prepared at low costs.

HOWARD ECKEL

Director of Research, 1950-51 The American School Publishing Corp. New York, New York

The program must be organized to serve hundreds in a relatively short time.

In addition to the so-called regular school lunch managerial duties, there is a real need to make the school lunch a vital part of the child's educational program. If this is to be done, a high degree of leadership and cooperation on the part of school lunch managers must be exercised. Management must have a general understanding of how good eating habits are developed. Management should work closely with those who formulate objectives of the school lunch educational program. Management must understand these objectives and be willing to cooperate with others in accomplishing them. It is not enough that management understand how to purchase and prepare food; management must also understand the school lunch educational program.

A great deal of special preparation is needed by the manager if she is to operate a high level school lunch program. Many colleges offer special short courses for school lunch managers. In view of the school lunch manager's job, these programs should be expanded. Field workers from college centers or state departments of education should give more leadership to in-service training of local school lunchroom managers. Frequent regional meetings of managers under competent leadership might be advisable in many localities.

Probably the school lunchroom manager should have preparation



Yes, the one and only magnetic chalkboard that serves both important teaching needs . . .

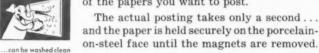
... a writing surface ... and a bulletin board ... is the ARMORPLY Chalkboard!

Made in Chlorophyll Green, the color that makes the perfect background for chalk . . . the ARMORPLY Chalkboard is unsurpassed as a writing surface.

It provides maximum readability . . . maximum eye ease. Takes chalk without scratching. Cleans easily. Never chokes with chalk. Never needs re-surfacing.

To use the ARMORPLY Chalkboard as a bulletin board . . .

simply place small magnets on the top corners of the papers you want to post.



with a damp cloth

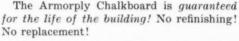
. defies abrasion,

scratching,

cracking, denting.

and the paper is held securely on the porcelainon-steel face until the magnets are removed.

No pressure! No broken finger nails. No bent tacks.



Although a new product on the market. years of study, research and testing have gone into perfecting the ARMORPLY Chalkboard.

It will not warp or buckle . . . cannot shatter or break under impact, stress, temperature changes or concussion.

Write or wire for full information and prices concerning the ARMORPLY Chalkboard . . . the best "two-way" bulletin board ever devised!

UNITED STATES PLYWOOD CORPORATION

55 West 44th Street, New York 36, N. Y.





SCHOOL LUNCH

comparable to that of teaching personnel. A well prepared manager can be and often is one of the most important educators in the school system. We should look ahead to the time when school lunch managers will be well prepared for the important job of food purchasing, preparation, and of helping children developgood eating habits.

The school superintendent continues to hang on to many school lunch responsibilities which might well be delegated to a competent school lunch manager. It is not unusual for superintendents in some rather large school systems personally to purchase food, keep records, and hire school lunchroom helpers. The relatively large number of superintendents who retain detailed routine school lunch duties is an added reason for better preparation of school lunchroom managers so that the superintendent can be freed for his real job of educational leadership.

Use of Margarine Urged **By Lunch Supervisors**

Supervisors of school cafeterias endorsed the repeal of laws restricting their right to serve and use yellow margarine at the meeting of the American School Food Service Association in New York City,

Approved unanimously by more than 1,000 association members, the resolution, sponsored by Mrs. Grace M. Chatfield, supervisor of high school cafeterias, New York City Board of Education, was aimed at those states which still forbid the use of vellow margarine by law.

The association contends that such "restrictions constitute a discrimination against a wholesome, economical food which denies millions of school children access to vellow margarine. the form in which it is desired.

Governors of the few states which still ban the sale and use of vellow margarine were informed of the association's stand.

They put the "NEW" in nutrition training



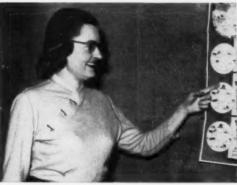
A before-and-after "sociodrama" showed that Miss Patricia Skogness, Second Grade Teacher at Roosevelt School, Fargo, North Dakota, had successfully improved her group's diet. Her idea: utilizing a Red Cross Gift Box activity to spark pupils' interest in eating habits of children around the world.



To encourage better eating habits at Willow Glen Elementary School, San Jose, California, Primary Supervisor Miss Mary Moss designed a novel portable kitchen for classroom participation in the preparation of balanced lunches.



By enlisting the cooperation of parent groups in her nutrition program, Fifth Grade Teacher, Mrs. Effic W. Underwood, was able to form a School Lunch Committee, which substantially improved lunches at Madison Elementary School, Madison, Georgia.



A rat-feeding project, involving all grades of the Laconia School, Laconia, Indiana, was introduced by Miss Pat Melton, Home Economics Teacher. Results were carefully documented in order to dramatize the difference between good and poor lunches.

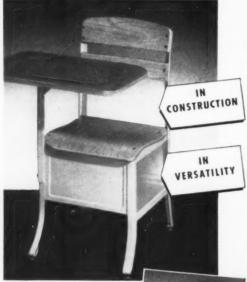


A successful garden and canning project was developed by Mrs. Ruth M. Payne, Nutrition Instructor for Carver High School, Navasota, Texas. Participation among the children, parents and teachers of her school was practically one hundred percent?

The five teachers you see here are representative of the many hundreds of educators throughout the country who have added "life" and ingenuity to the subject of nutrition. Why not tell us your nutrition-education experiences so they can be shared by your colleagues. We should be glad to send you the same teaching aids on community-school programs in foods education that these teachers have available in their classrooms. Address: Education Section, Department of Public Services, General Mills, Minneapolis, Minnesota.







Here, in this outstanding deskchair, is the strength and rigidity you require for long. dependable, economical service . . . the easy movability you want, to comply with the trend toward informal, flexible classrooms. Before you buy, examine carefully all the features that have made the Norcor De Luxe Desk the "standard by which others are judged.

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Our Schools provides the materials YOU would like to prepare for the laymen of your community if you had the TIME!

This popular "green sheet," written in simple, everyday language, is reprinted from the SCHOOL EXECUTIVE every month for distribution to Board members and other public-minded citizens.

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THE SCHOOL EXECUTIVE

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NOW HEINZ puts still another helpful free service at your disposal—a complete quantity kitchen staffed and equipped to help solve every food service problem you may have!

At Heinz Food Center a skilled corps of home economists works with the same quantity-cooking equipment you use: big ranges, refrigerators, mixers and steamjacketed kettles. Your food service problems are studied under kirchen conditions very like your own. Here also, Heinz home economists work out new ideas and recipes for you—recipes for good food you can prepare in quantity with minimum effort and serve at a good profit.

This Is Your Test Kitchen! Use the Heinz Food Service Center as your own—for help on questions of quantity cookery, kitchen management, food service. Your Heinz Man will gladly have the Heinz home economics staff work out the tested answers you need for lower operating costs, work simplification, better kitchen layout and menu planning.

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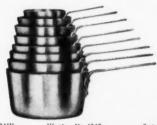
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Nu-Gloss water emulsion canauba base wax is anti-skid . . . withstands heaviest traffic and all-year weather conditions.

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DALLAS 1, TEXAS





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Wear-Ever utensils for the professional chef are made of an extra tough aluminum alloy that resists denting and gouging and thereby cuts replacement costs. No other manufacturer uses this same extra hard alloy for all utensils. Order what you

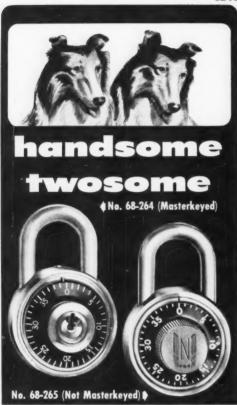
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FIRST CHOICE — from actual experience, school executives and maintenance men underwrite the unusual advantages of Fiberesin Desk Tops.

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Sensational New Revere DeLuxe LONG PLAY Tape Recorder

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ULTRA-LIGHTWEIGHT—The lightest-weight and most portable of any automatic long-play recorder.

EXCEPTIONAL FIDELITY—Superb tonal quality has won praise of leading musicians and critics.

EXTRA-ECONOMICAL—Records two full hours of voice or music on 5-inch reel—using only one-half the ordinary amount of tape.



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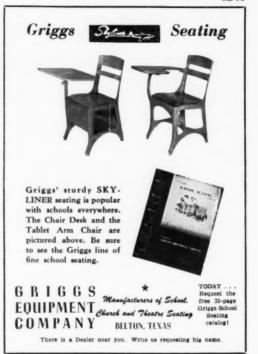
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PABCO PRODUCTS INC. New York 16 - Chicago 54 - Sen Francisce 19 (Mail to Dept. H., nearest office) GENTLEMEN: Without cost or obligation to me, please send folder. "Every Building Needs Pabco Mastipave." NAME ADDRESS



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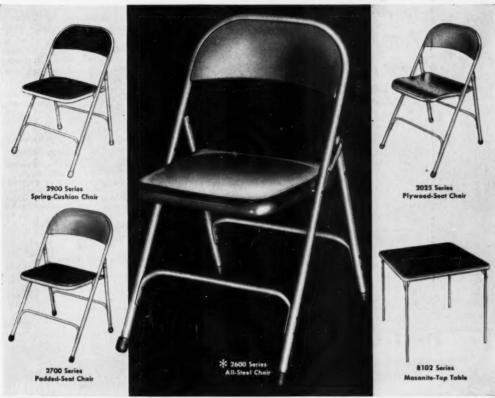
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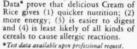
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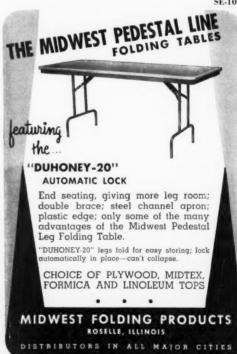
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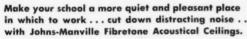
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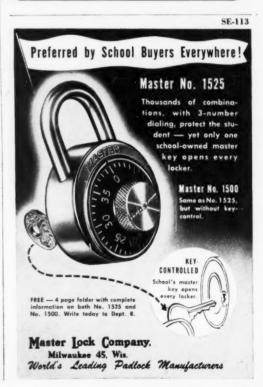
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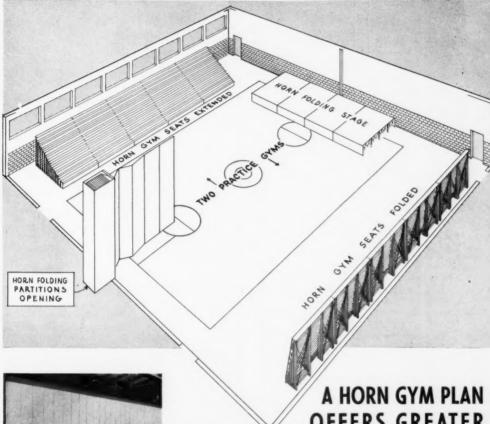
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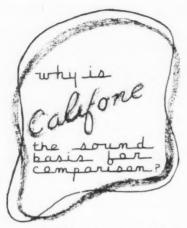
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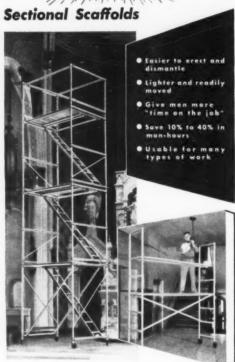
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THE SCHOOL EXECUTIVE February, 1952 SCHOOL EQUIPMENT NEWS, 470 Fourth Ave., New York 16

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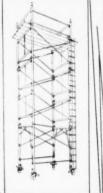
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is such an easy, economical way to spark the flavor of everyday dishes. All you do is dissolve it in hot water or add it directly to the cooking water. Rich in beefy goodness, Maggi's Granulated Bouillon brings out the full, natural flavor of meats, soups, sauces and gravies. Use it whenever recipes call for beef stock. Serve it frequently as an instant-quick broth, too.

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SE-144

Classroom Work Benches



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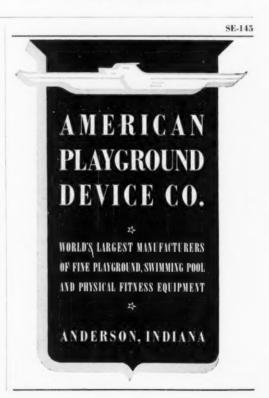
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Master Addresser Co.

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SE-147

FOLDING CHAIR TRUCKS

Speed Up HANDLING and STORAGE

Three styles of Nutting Chair Trucks make handling of folding chairs quick and easy, greatly reduce chair breakage and wear and tear. Because of variations in chair sizes, advise us of

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FIG. 966 — Studio type. Chairs stacked in single vertical row.

FIG. 965 — Storage under stages. Chairs laid flat. FIG. 964 — Double decker — 4 rows of vertically stacked chairs.

Write for Bulletin No. 50-SH, and prices on type of truck you would need, FIG. 964 ->

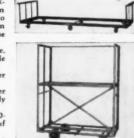


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GYMNASIUM STANDS



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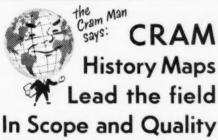
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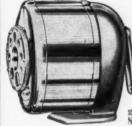
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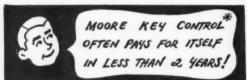
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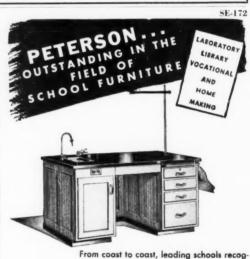
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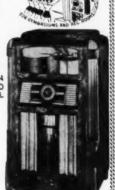
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Director of Maintenance*

SCUFF MARKS ARE
SELF-HEALING ON THIS
HEAVILY TRAVELED
ASPHALT TILE HALLWAY

HERE'S HOW THE MULTI-CLEAN METHOD WORKS ON THIS ASPHALT TILE FLOOR

(1) Every four months Multi-Clean Asphalt Tile Preserver is applied to this floor using a 12-oz. mop and wringer bucket. The mop is pulled through the wringer two or three times leaving only enough Preserver in the mop for a thin and even application. In ten minutes the floor is ready for traffic. (2) If more of a lustre is desired Multi-Clean Anti-Slip Waterproof Floor Wax may be applied and the floor buffed with the Multi-Clean Floor Machine. (3) Daily maintenance consists of a dust mopping followed by a wet mopping with plain water. Dust mops are treated with Multi-Clean Dry Sheen Furniture Polish cut 50% with water each time before using

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Multi-Clean's high performance vacuum is equally efficient on wet or dry pick-up, ends all your cleaning worries.



The all-purpose floor machine with its easy on-off attachments is essential to the Multi-Clean Method on all floors.

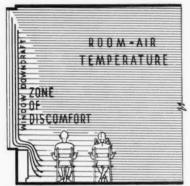


Will your system be ABLE to cope with the window "wall-of-ice" in the classroom?

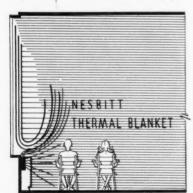


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How Comfort able will be your new schoolroom unit ventilating system?



With room-air temperature evenly maintained, the downdraft from large windows on cold days may remain the robber of comfort for pupils.



Nesbitt Syncretizer and Wind-o-line Radiation temper the window downdraft, raise it out of the impression range, improve thermal balance.

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